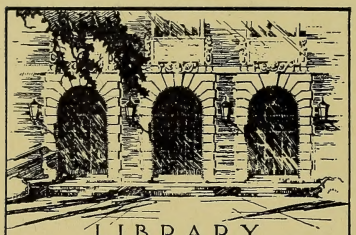

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STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS

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THIRTEENTH YEAR

1910-1911

STATE NORMAL SCHOOL

LOWELL, MASSACHUSETTS

THIRTEENTH YEAR

1910-1911

Approved by
The State Board of Publication.

STATE NORMAL SCHOOL.

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Bridget K. Smith,	Third grade.
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PRACTICE SCHOOL, LAWRENCE.

The School Calendar.

1910.

Graduation.
Tuesday, June 21.

First Entrance Examinations.
June 23 and 24.

Midsummer Vacation.

Second Entrance Examinations.
September 6 and 7.

School Year Begins.
Thursday, September 8.

Thanksgiving Recess.
November 24 and 25.

Christmas Recess.
December 24 to January 9.

1911.

First term ends, ...	Friday, January 27.
Second term begins, ...	Monday, January 30.

Spring Recess.
April 1 to April 10.

Patriot's Day.
April 19.

Memorial Day.
May 30.

Graduation.
June 20.

First Entrance Examinations.
June 22 and 23.

Midsummer Vacation.

Second Entrance Examinations.
September 5 and 6.

Special Notice.

The above entrance examinations will begin each day at 9 A.M. in the main hall of the school building, corner of Broadway and Wilder Street.

State Normal School at Lowell.

Circular of Information.

The Lowell Normal School was established by an act of Legislature approved Jan. 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils Oct. 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance of the Boston & Maine station.

Architecture.

The building itself was planned with special thought of every convenience, and attracts attention as a model structure of its kind. It is constructed of buff mottled brick, with trimmings of Indiana limestone. It has three stories and a basement, and is one hundred and seventy-eight feet in length, with a depth of seventy-four feet. The entrance consists of a portico which is faced with marble, and the ceiling vaulted. The front and rear steps, buttresses and base course are of Conway granite, and moulded brick is used over the windows.

The basement contains the two manual training workshops, the lunch room, toilet rooms, boiler and engine rooms.

The first floor contains a corridor twelve feet wide, extending from stairway to stairway. The staircases at the ends are constructed of iron. On this story are the principal's room, teachers' assembling room, cloak rooms, four recitation rooms, with adjoining private rooms for the teachers.

The second floor contains the main hall, sixty by sixty-five feet, with four large recitation rooms similarly arranged with private rooms between them.

On the third floor are the laboratories for physics and chemistry, a lecture room, the large gymnasium, thirty-three by sixty-five feet, and a drawing room equally as large, with northern light.

All rooms and corridors are finished with quartered oak. Heating and ventilation are accomplished by a combination known as the fan and gravity system. Each recitation room is supplied with not less than thirty-five cubic feet of fresh air per minute for each pupil, and an equal amount of foul air is withdrawn at the same rate. The rooms in the basement are plastered with Keene cement; all others with adamant.

Aim and Purpose of the School.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal School, as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

Requirements for Admission.

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined: —

1. By their standing in a physical examination.
2. By their moral character.
3. By their high school record.
4. By a written examination.
5. By an oral examination.

Physical Examination.

The State Board of Education adopted the following vote March 7, 1901: —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free

from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

High School Record.

It may be said, in general, that, if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

Admission by Certificate.

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B., or 80 per cent., as certified by the principal of the school.

Blank forms for the certificate may be obtained upon application to the office of the State Board of Education.

Principals of high schools are earnestly requested to send certificates at the earliest opportunity.

Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

High schools desiring this approval should correspond with the Secretary of the Board.

French may be taken in the preliminary examinations.

Written Examination.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*): —

I. *Language.* — (*a*) English, with its grammar and literature, and (*b*) either Latin or French.

II. *Mathematics.* — (*a*) The elements of algebra, and (*b*) the elements of plane geometry.

III. *United States History.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science.* — (*a*) Physiology and hygiene, and (*b* and *c*) any two of the following: physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music.* — (*a*) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (*b*) music.

Oral Examination.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about

his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

General Requirement in English for All Examinations.

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

Special Directions for the Written Examinations.

I. Language.

(*a*) *English.* — The subjects for the examination in English will be the same as those agreed upon by the colleges and high technical schools of New England.

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book, *properly certified by his instructor,* containing compositions or other written work done in connection with the reading of the books.

The list of books for study prescribed by the Commission of Colleges in New England for 1911 is as follows: Shakespeare's *Macbeth;* Milton's *L'Allegro;* Burke's *Speech on Conciliation with America,* or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration;* Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns.*

The purpose of the examination is to discover (1) whether the student has acquired a good habit of study, (2) whether he has

formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

(*b*) *Either Latin or French.* — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

The Conference on Uniform Requirements in English for Admission to College, on whose recommendations the foregoing lists of books in English and directions for study are based, advises —

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and paragraphs, and in the simple forms of narration, description, exposition and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That, in the high school, subjects for compositions be taken partly from the prescribed books and partly from the students' own thought and experience.

7. That each of the books prescribed for study be taught with reference to (*a*) the language, including the meaning of the words and sentences, the important qualities of style and the important

allusions; (*b*) the plan of the work, *i.e.*, its structure and method; and (*c*) the place of the work in literary history, the circumstances of its production and the life of its author. That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

II. Mathematics.

(*a*) The elements of algebra through affected quadratic equations.

(*b*) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its application to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them, and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

III. United States History.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised; also in English history, so far as this history bears conspicuously on that of the United States.

IV. Science.

(*a*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(*b* and *c*) *Any Two of the Following Sciences, — Physics,*

Chemistry, Botany, Physical Geography, provided One of the Two is either Physics or Chemistry. — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory notebook, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

V. Drawing and Music.

(*a*) *Drawing.* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(*b*) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

Importance of Adequate Preparation.

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

Equivalents.

A reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken all the subjects named for examination. It should be noted, however, that all the subjects indicated for the admission examinations are of vital importance in the preparation of the teacher for work in the elementary schools. If any are omitted before admission to the normal school, the pupil's work in them after admission is likely to be at some disadvantage.

Division of the Examinations.

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full: —

II. Mathematics.
III. United States history.
IV. Science.
V. Drawing and music.
VI. French.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

_____ has been a pupil in the

_____ School for _____ years, and is, in my judgment prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof: —

_____

_____

Signature of principal or teacher, _____

Address, _____

The group known as I. Language must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as IV. Science should also be so reserved.

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.

Examination Dates.

The admission examinations are held at the several normal school buildings in accordance with the following schedule: —

1910. — Thursday and Friday, June 23 and 24; Tuesday and Wednesday, September 6 and 7.

1911. — Thursday and Friday, June 22 and 23; Tuesday and Wednesday, September 5 and 6.

Times of Admission.

New classes will be admitted at the beginning of the fall term only. The studies of the course are arranged progressively from that time; it is important, therefore, that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

Expenses.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of twenty-five dollars for each half year.

Text-books and supplies are free, as in the public schools.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term,

provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

Elementary Course of Study.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects and of the principles and methods of teaching them: —

(*a*) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(*b*) Mathematics, — arithmetic and bookkeeping, algebra, plane geometry.

(*c*) History, — history and civil polity of the United States and of Massachusetts.

(*d*) Science, — physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(*e*) Drawing, vocal music, physical training, manual training.

II. (*a*) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(*b*) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

English.

There is no student of English who does not gain from his work the power of self-expression, a keener appreciation of nature, a quickening of the imagination, a deeper insight into human life and a broader outlook upon the world around him. The course in English offers not only this most necessary cultural education,

but it also aims to teach the student where to find in literature the necessary material for the child's development, and to offer practical methods for presenting this material to the child.

The work throughout the two years is a correlation of language, composition and literature. The language work begins with "the word," — its history, the use of the dictionary, word-building and pronunciation; the composition work at this time includes papers on the language work and its connection with the early history of England.

The language course for the first year offers a careful drill in the essentials of grammar, and a practical study of those laws of composition and rhetoric which will enable the student to gain a new appreciation of the masters of English style and a renewed desire to imitate these ideals. In the literature work of this year the students must gain from masterpieces of English literature not only a thorough knowledge of their contents, but the power to reveal these treasures to others. This necessitates a knowledge of the author and some acquaintance with his period in literature.

In the second year, besides the advanced composition and methods of teaching, the course seeks to give the students a thorough introduction to child literature. This means a careful study of classic myths, Greek, Norse, and Teutonic, a review of the Arthurian legends, Esop's fables and modern fairy tales. The student must also become acquainted with books dealing with the outdoor world, especially with animal life, and must study and present to the class from a teacher's point of view suggested poems for all grades.

Mathematics.

The end in view is to prepare teachers for the work in arithmetic in the elementary schools; this purpose is kept constantly in mind.

During the junior year the work is largely along the lines of primary and middle grade arithmetic, constant effort being made to secure class room proficiency for students who are to practice during the following year; the closest attention is given to the reasons in arithmetical processes, in order to enable the teacher to substitute her method for stereotyped rules. There is much work at the blackboards by the class as a whole, for the purpose of encouraging work in the open.

Regular text-books are used, and emphasis is placed upon well-arranged and precise written work.

During the senior year the course of study in arithmetic is thoroughly reviewed and discussed. Work of the upper grades is reviewed, largely for the purpose of clearing up difficulties for prospective teachers which were never overcome by them as pupils in the elementary or high schools.

So much time is devoted to algebra as will permit of a review and discussion of definitions and notation, simple equations, fractions, and the method of attacking problems; but these matters are taken up solely for the preparation of teachers of arithmetic.

Definitions and a brief list of fundamental theorems in geometry are covered, but merely with a view to the proper teaching of subjects found in the arithmetic course in elementary schools.

History and Government.

Subject Matter.

A discussion of the methods used in teaching history and in the preparation of the work. (Reference books, Hinsdale, Bourne.)

Lesson plans, digests, outlines, map drawings, book lists, and the gathering together of material which will aid the normal school student in teaching history in any or all of the primary and grammar grades of the public school system. (See bulletins prepared for our practice school.)

The historical subjects discussed are as follows: —

Essentials in English and American constitutional history, including social institutions and geographical and racial influences. (See printed outlines published in the Appendix of Hill's "Liberty Documents.")

Also essentials in the history of education. (See topics.)

Local history of the student's town or city. (See printed topics.)

Biography and the influence of leadership upon society.

The use of bibliography. (See printed outlines in Lane & Hill's "American History in Literature.")

The study of government, — federal, State and municipal, the emphasis being placed upon municipal government. (See Hill's "Lessons for Junior Citizens.")

The use of "sources" and literature in relation to history.

Theses upon intensive subjects by individual pupils, — one in history, one in government, one in local history, one in the history of education.

The Purpose of the Course in History and Government.

First, Professional Equipment for "Self-Support." — An exact knowledge of subject matter, so systematized as to aid the teacher in not only knowing and appreciating historical matter, but in presenting it to her pupils, that they in turn may be stimulated to know and to enjoy history. Our study of the histories of England and the United States, and the History of Education, together with the presentation of lesson plans in so called "teaching lessons," illustrates in a measure our efforts along this line.

Second, the Teacher's Relation to Society. — The professional man or woman should so approach his or her work that he or she becomes "conjunctive" in interests. Each teacher should take part in human affairs outside of the schoolhouse as well as inside the class room, contributing to the whole of society as well as to the part. Such spirit and example will make it possible for the teacher to create in the pupil a similar responsibility in promoting the welfare of society of which the pupil is already a part. Our study of government, of local history and especially of municipal government is aimed with such a result in view.

Third, Standards for General Progress. — In order to create in our teaching force of the future a higher standard and larger outlook, certain specific lessons of cultural value are presented in the history course, as well as subject matter and method: historical stories; the use of beautiful pictures illustrating history, German colored prints, etc.; reference to or use of the "sources" of history; and excerpts from literature, to illustrate history. These are, in so far as possible, added to the more matter-of-fact work upon historical matter and the manner of its presentation in public schools. We also add to the History of Education reading of current educational magazines and works upon educational subjects.

The programme for the coming year consists of four recitations a week for both juniors and seniors. This is an increase of opportunity, and it will, we hope, increase proportionately the amount of efficiency.

Each senior has the privilege of teaching history during her three months of practice work in our training school. Thus the method and theory of the normal school has the opportunity to prove itself serviceable in actual experience.

Science.

Physics.

During a period of six weeks in the junior year this subject takes the place of arithmetic.

The time is spent in experiment and discussion; the properties of matter, weighing and measuring, the thermometer, the barometer, and introductory matters in connection with sound, light and heat are covered in as matter-of-fact a way as possible, with a view to fitting the student for work in geography and science in the elementary schools.

Gardening and Nature Study.

The course in gardening and nature study covers five periods a week during the junior year. Practical gardening operations are carried on throughout the course, the pupils planting seeds, bulbs and cuttings of many different kinds, and growing them to flower and fruit. These garden experiences are made the basis of much drawing upon paper and blackboard, and of many language lessons, both oral and written. Each pupil has an indoor garden and an outdoor garden for her individual use, and assists also in the planting and care of the general gardens.

In addition to the practical garden knowledge thus acquired, the pupils learn much of the botany and chemistry of plant growth.

Considerable attention is given to leading the pupils to a workable knowledge of the trees, birds, wild flowers and other living things. The point of view is that of use in the grades, though considerable technical knowledge is acquired incidentally. Opportunities for expression through language and drawings are given throughout the course.

The school is rapidly developing special collections of the trees, shrubs and perennial flowers which may be used to best advantage in school work and for general planting.

Geography.

The course in geography extends throughout the two years, with three weekly periods the first year and two the second.

The subject is studied from physical, mathematical, political and commercial sides. The object in view is: (1) to give the students knowledge of fundamental principles upon which changes on the earth's surface depend; (2) to give students ability to interpret these changes from the point of view of earth as the home of man; (3) general knowledge of the earth as a whole, with special study of certain regions and the effect of natural conditions on human life; (4) adaptation of work to the grades.

In accomplishing the above, a fundamental knowledge of physical geography is worked for. Laboratory work is introduced and personal work in the field is encouraged. Subjects are chosen which serve as types in the study of surface features and in industrial subjects.

The teaching side of the subject is considered at irregular periods throughout the course, special attention being given to arrangement of courses of study toward the end of the senior year.

Drawing.

The course in drawing aims to acquaint the student with the subjects that are taken up in the public schools, and to enlarge æsthetic feeling and appreciation.

The principles underlying freehand drawing are carefully studied and carried out with pencil, colored crayon, water color or in blackboard drawings. These are applied, too, in illustrative sketches.

Design is studied not only for its underlying principles and historic foundation, but also that it may be applied satisfactorily in book covers, tooled leather, metal, stencils and embroidery.

Color scales to show hue, value and intensity are made; color analysis and harmony are considered whenever possible in carrying out designs, in talks on house furnishings and dress and in landscape compositions. Picture study is taken up also in connection with composition and color.

Five-minute sketches are required at frequent intervals, that a constant quick review may be carried on.

The students follow the work in drawing during their practice period, working with the regular and special teachers and conducting lessons themselves.

Psychology.

This course aims to equip the student with the elementary principles of teaching, the fundamental psychological processes which have to do with learning receiving special attention.

While the work tends to increase and to broaden the student's knowledge of general psychology, the point kept constantly in mind is the professional aspect of the subject.

Considerable time is given to the central nervous system, showing the physiological basis of mental activity. Attention, perception, conception, memory, imagination and habit are discussed with special reference to their development in children. Feeling and emotions, volitions, and temperament, in its relation to teacher and pupil, also receive attention.

In the training school, classes of children taught by skilled instructors are observed by the students. These observation lessons illustrate, in practical teaching, the specific principles taught in the theory classes, and give an excellent foundation for the practice work which follows.

While several texts are in constant use, more time is given to illustration by the students, from their own experience, of elementary facts of educational psychology, than to the usual class room recitation. Four periods a week during the senior year are devoted to this course.

Physical Education.

In this department the work is two-fold, — to develop physical strength, health and endurance in the student, and to prepare her with a great variety of exercises, that she may be able to interest all classes of children and meet the varying needs of each individual pupil. The work is varied: it consists of the study of the principles of the Swedish system of gymnastics and the practical work in the gymnasium covering the following subjects, — free movements, general developing exercises, gymnastic games for the schoolroom and

the playground, story plays, drills and folk-lore dances. Outdoor work on the school campus, tennis, etc., are also part of the course. During the senior year the students conduct gymnastic exercises as practice in teaching.

Reading and Voice Training.

How to read, how to teach reading. It is the aim in this course to secure the ready apprehension of thought and feeling from the printed page, to cultivate the power to give correct expression to thought and feeling, to secure an acquaintance with good reading and to create and foster a love for it.

There is no "only way" of teaching reading. Students are taught the practical use of the alphabet, word, sentence and phonic methods, how to use the dictionary, the study of diacritical marks and pronunciation. Story-telling for children is carefully studied, also the dramatization of the story for public school work.

It is extremely important that the teacher should cultivate a quiet, well-modulated manner of speech; her pupils are insensibly affected by it. Voice is the greatest instrument of expression, and much time is given to breath control, correction of faults in use of voice, tone placing, articulation, flexibility and resonance.

Special Courses for Teachers.

Teachers of several years' successful experience, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course of study, and when such course is successfully completed they shall receive certificates for the same.

Special Course for College Graduates.

Graduates of colleges and universities, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the above curriculum of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Teachers of successful experience, who bring satisfactory testimonials, may also receive a certificate under similar conditions.

Normal Course for Kindergarten Teachers.

This course covers a period of two years. A post-graduate year is also offered. A more detailed statement will be found under the head of "Schools of Observation and Practice."

Schools of Observation and Practice.

These schools are situated in Lowell and Lawrence. In Lowell, the Bartlett school is on Wannalancit Street, and may be reached by two lines of electrics, — the Broadway and the Pawtucket Street. There are also twelve kindergartens in different parts of the city. In Lawrence, the Gilbert E. Hood school, Park and Bruce streets, is used for training purposes.

Section I. of the agreement made by the State with the city of Lowell reads as follows: —

The city of Lowell agrees: 1. To the use of the Bartlett school by the normal school as a school of observation and practice, and the use of such other schools as may be needed for additional practice schools.

The building occupied by the Bartlett school is described in the report of the school committee as follows: —

The new Bartlett school building is not only the largest, but, as might be expected of the newest, is the finest of our grammar school buildings. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the street for the first and two spacious stairways for the second. The upper floor is occupied by a handsome and well-lighted hall, capable of seating twelve hundred persons, with smaller rooms at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, store rooms for books, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

In giving the use of the new Bartlett school to the State normal school, as has recently been done, the city has thus followed the example of other places where normal schools have recently been established, and has given its best.

An agreement was made with the city of Lawrence, the first section of which reads as follows: —

The city of Lawrence agrees to the use of the Oak Street training school by the Lowell Normal School as a school of observation and practice, and the use of such other schools as may be needed for additional practice schools.

In September, 1905, the practice department was transferred from the Oak Street school to the Gilbert E. Hood school, which is described as follows: —

The schoolhouse is a three-story brick structure, substantial in construction and attractive in appearance. It is admirably located on the northerly side of Park Street, bounded on the east by Bruce Street and on the west by Saunders Street. The trimmings are of granite.

There is an entrance from each street, the principal one being from Park Street, and those from Bruce and Saunders streets lead directly into the main corridor. There are also two rear entrances, connecting with the basement and the first floor. The corridors running parallel with Park Street the entire length of the building are thoroughly lighted from the stairways and by direct light. The building has sixteen class rooms, each 26 feet 4 inches by 32 feet 4 inches; a library 14 feet by 27 feet 3 inches; one recitation room, 14 feet by 18 feet 9 inches. An assembly hall on the third floor is thoroughly lighted, and has a seating capacity of six hundred and fifty.

There is also a principal's office on the first floor, and teachers' rooms and storage rooms on each floor. The second floor has two toilet rooms with asphalt floors, enamelled iron lavatories and nickel-plated metal work. The coat rooms are well lighted and ventilated, and furnished with coat and hat racks and umbrella stands.

The basement is specially arranged for recreation rooms and toilet rooms. The boiler and coal-storage rooms are arranged so as to be independent of any other rooms, having separate entrances to the boiler-room in the rear of the building. The coal-storage room is under ground outside of the building. The school will be heated by hot air, forced through the building by means of fans driven by electric motors.

In Lowell, the training department at the present time embraces sixteen rooms in the Bartlett school and twelve kindergarten rooms in different parts of the city. Each room is in charge of a regular teacher, who has been selected with this particular work in view. She is responsible for the good order and progress of the children

under her charge, and also assists in the training of the normal school pupils assigned to her grade.

The pupil-teachers begin their observation early in their course. This is carried on in different grades, under the supervision of the departmental teachers of the normal school. Special attention is paid to observing the relation that the kindergarten bears to the lower primary grades.

Each pupil-teacher is assigned one or more children for special study, and she is required to submit a full report of the same to the supervisor.

In the second year three months are spent in practice work, divided into three periods of one month each. This gives an opportunity for work in three different grades, when such a plan is deemed advisable. This practice work is carried on in both sessions of the school, morning and afternoon. During the intervals between classes there is ample opportunity for instruction and individual assistance from the supervisors. The successes and failures of the lessons are fully discussed, and detailed plans are made for the following day. Each student is given time for observation in grades where she has had no opportunity for practice.

The teachers from the faculty of the State school, whose plans of study are cordially accepted by the training department, are expected to visit the practice work at least once a week, that a close relationship and clear understanding may exist between the academic work, theory work and practice work.

In Lawrence the plan of work differs somewhat from that followed in Lowell. Of the sixteen rooms, six are used for training and ten for observation. The six training rooms are in charge of three critic teachers, and in each of these rooms there are two pupil-teachers. In addition to the knowledge and training here acquired, the observation rooms are made a very important factor in the pupil-teacher's experience, by their power to quicken the insight, broaden the sympathies, and develop a general appreciation of diverse methods, personalities and problems.

The above agreements allow the Lowell Normal School to offer its pupils liberal opportunity for observation and practice in all grades below those of the high school.

Special emphasis is placed upon this side of the normal school work. The conditions met by the pupil-teacher in her practice work are those of a regular public school, both in instruction and in discipline.

Normal Kindergarten Course.

The normal training course for kindergarten teachers covers a period of two years. A post-graduate course of one year is also offered. The twelve schools furnished for observation and practice are situated in different parts of the city, and include in their enrolment 1,045 children. The following is a brief statement of the work of this department: —

In the first year the class takes the regular normal school course. It meets the supervisor of this department once a week, for instruction in principles and methods and the use of the gifts and occupations.

In the second year, the three months' practice is taken with the students of the regular two years' course.

After this period all the forenoons are spent in the schools, a part of the time in observation and a part in practice. Each pupil spends ten consecutive weeks in one school, and is given an opportunity to take entire charge of the room, under supervision. Afternoons are spent at the normal school, in the study of theory, mother play and symbolic education, psychology, games, gifts, occupations, drawing, nature work, gymnastics, voice training and music.

In the post-graduate year further opportunity is given for observation and practice. Instruction is given in advanced kindergarten theory, including the pedagogy of the kindergarten and the education of man, crystallography, laboratory work in zoölogy and botany, with special reference to their application to the kindergarten, and weekly discussions of making programmes.

General Information.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents, to investigate its methods, attend classes, or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

Graduates.

Kindergarten Department. — June, 1898.

Baker, Ethel (Mrs. John Feehan),	Allston.
Knapp, S. Alice,	Lowell.
Lamere, Hortense,	Lowell.
Wilson, Sadie M.,	Chelsea.

Certificates for advanced work were granted to the following teachers: —

Alvord, Grace B. (Mrs. Noyes),	Newton.
Andrews, Edith A.,	Lowell.
Bartlett, Mary B. (Mrs. Arthur Scoboria),	Chelmsford.
Chisholm, Linda F.,	Marblehead.
Conant, Nettie M.,	Lowell.
Cragin, Elsie,	Lowell.
Cronin, Marguerite J. (Mrs. Gallagher),	Newton.
Donald, Edith,	Springfield.
Emery, N. Maria (Mrs. E. H. Pitcher),	Newport News, Va.
Gormley, Marietta,	Lowell.
Gould, Josephine,	Lowell.
King, M. Marietta,	Lowell.
Nickerson, Mabel D.,	Lowell.
Noyes, Helen W.,	Lowell.
Perham, E. Belle,	Lowell.
Piper, Ellen J.,	Lowell.
Reed, Clare S. (Mrs. Sam Hugh Brockunier),	Wheeling, W. Va.
Roberts, Gertrude A.,	Lowell.
Smith, Louie I.,	Lowell.
Sparks, Sarah G.,	Lowell.
Tabor, S. Hortense,	Lowell.
Taylor, N. Grace,	Lowell.
Walker, Mary C.,	Lowell.
Wilson, Elizabeth A.,	Lowell.

Class 1. — 1899.

Baker, Katherine F.,	Chelsea.
Barr, John Ernest,	Lowell.
Brown, Florence Brackett,	Milton.
Burbank, Lilian Chloe,	Boston.
Cassidy, Anna Isabel,	Lowell.
Coburn, Bessie Mildred,	Washington, D. C.
Cole, Rosalie Mary,	Waltham.
Crowley, Mary Louise,	Lowell.
Cunningham, Frances,	Lowell.
Dacey, Gertrude Helen (Mrs. Edward H. Mara),	Lexington.
Dame, Elizabeth Beatrice,	Lowell.
Dean, Sadie Maria,	Lowell.
Devine, Mary Frances,	Lowell.
Dow, Helen Annie,	Lowell.
Dowd, Marcella Frances,	Boston.
Fisher, Ruth,	Westford.
Gookin, Alice Louise,	Lowell.
Goss, Eva May (Mrs. Walter Bowers),	Lowell.
Halloran, Anastasia Terese (Mrs. John J. Brine),	Lowell.
Heywood, Elizabeth Cushing (Mrs. Charles L. Hildreth),	Westford.
Hunter, Ida Eleanor (Mrs. Arno Götz),	Hudson, N. H.
Hyde, Margaret Grace,	Lowell.
Jantzen, Katherine Marie,	Lowell.
Jarvis, Lizzie Maude,	Brockton.
Johnston, Arthur Martin,	Edmonton, Can.
Keating, Nellie Louise,	Dracut.
Kimball, Ethel Elizabeth,	Lowell.
Murphy, Josephine,	Lowell.
Parker, Florence Buxton (Mrs. Calvin P. Atwood),	Reading.
Phelps, Lilla Maude,	Waltham.
Richards, Alice (Mrs. Ellery H. Jenkins),	Lowell.
Smith, Martha Fletcher,	Acton.
Teele, Alice Maybell,	Everett.
Thomas, Mary Elizabeth (Mrs. Sullivan),	Nashua, N. H.
Tinkham, Anna Grace,	Methuen.
Walsh, Charlotte Clara,	Lowell.

Wood, Sara Alice,	Boxborough.
Woodward, Georgia Everett (Mrs. G. E. Calkins),	Palmer.

KINDERGARTEN.

Charlton, Florence Jane,	Woburn.
Coburn, Agnes Eleanor (Mrs. George B. Allen),	Lowell.
Crowley, Katherine Maud,	Lowell.
Delaney, Clotilda Augusta,	Lowell.
Ellison, Annie Belle,	Baltimore, Md.
Penn, Ella May,	Lowell.
Seeton, Alice Frances,	Lowell.

HONORARY MEMBER.

Mrs. Kate Gannett Wells.

CLASS MOTTO.

"In Ourselves lies the Victory."

Class 2.—June, 1900.

Brooks, S. Harry,	Quincy.
Coburn, Anna Taft,	Lowell.
Coher, Samuel N.,	New York City.
Cooney, Helen Teresa,[1]	Lawrence.
Corkhill, Mary Elizabeth,	Lawrence.
Courtney, Mary Gertrude (Mrs. Harry L. Timmons),	Lowell.
Crowley, Mary Etta,	Lowell.
Cummings, Nellie Josephine,	Woburn.
Dodge, Annie Foster (Mrs. Earl C. Davis),	Pittsfield.
Donoghue, Annie Verecunda,	Lowell.
Downing, Esther Mary,	Lowell.
Eagan, Katherine Genevieve,	Lowell.
Flint, Edith Frances (Mrs. Walter N. Burtt),	Lowell.
Frost, Annie Marilla,	Plymouth.
Gould, Belle May (Mrs. B. H. Byam),	Lowell.
Halloran, Mary Isabel,	Lowell.
Harrington, Leonora Helena,	West Boxford.
Holland, Ellen Teresa,	Lawrence.
Horton, Helen Maude,	East Boston.

[1] Deceased.

Jamieson, Margaret Strang,	Lowell.
Lord, Laura Ann Densmore,	Lawrence.
Magoon, Georgenia Eva (Mrs. Geo. W. Lamb),	Beverly.
Mahoney, Lydia Helena,	Lawrence.
McConnor, Genevieve Augusta (Mrs. James McCabe),[1]	Lawrence.
McDonald, Margaret Genevieve,	Lowell.
Roche, Essie Elizabeth,	Lowell.
Rogers, Alice Theresa (Sister Aloysius),	Roxbury.
Rogers, Jennie Eva,	Lowell.
Rollins, Lottie May (Mrs. Edwin T. Bailey),	Woburn.
Scannell, Catharine Agnes,	Methuen.
Searle, Lillian Gertrude,	Newton.
Sullivan, Agnes Marie,	Lowell.
Swain, Helen Damon,	Lowell.
Underhill, Florence,	Melrose Highlands.

POST-GRADUATES.

Barr, John Ernest,	Lowell.
Baker, Katharine Faulkner,	Chelsea.
Wood, Sara Alice,	Acton.

HONORARY MEMBER.

Mr. George H. Conley.[1]

CLASS MOTTO.

"Through Trials to Triumph."

Class 3. — June, 1901.

Bertolle, Bertha (Mrs. Joseph Hurley),	Lawrence.
Blaisdell, Louie Maude (Mrs. George W. Neville),	North Woburn.
Cameron, Christine,[1]	Tyngsborough.
Coleman, Ethel Russell (Mrs. Hussey),	Andover.
Conway, Margaretta Josephine,	West Duxbury.
Dalrymple, Frances Wilhelmene,	Boston.
Drake, Amy Belle,	St. Johnsbury, Vt.
Edmands, Gertrude Lillian,	New Bedford.
Farrington, Edith Therese,	Lowell.
Finnucane, Mary,	Methuen.

[1] Deceased.

Fletcher, Cora Taylor,	Concord, N. H.
French, Lillian Rose (Mrs. Warren Dutton),	Bedford.
Harrington, Mary Elizabeth,	Lawrence.
Hines, Mary Frances,	Lawrence.
Howard, Gertrude Burnett,	Winchester.
Hurley, Mary Isabel,	Winchester.
Kennedy, Florence Margaret,	Woburn.
Libbee, Sara Elizabeth (Mrs. Louis Chevalier),	Winchester.
Long, Caroline Pierce,	Woburn.
McMahon, Martina Frances,	Lowell.
Maguire, Mary Alice,	Cambridge.
Mann, Eva Dimock,	West Springfield.
Moore, Euretta Laura,	Lowell.
O'Malley, Lillian Gertrude,[1]	Lowell.
O'Sullivan, Catharine Gertrude (Mrs. Joseph McWeeney),	Brockton.
Parker, Minnie Emeline (Mrs. Fred L. Ashworth),	Beverly.
Shea, Maria,	Woburn.
Sherburne, Bertha May,	Waltham.
Smith, Ruby Suitor (Mrs. Alfred Churchill Baker),	Beverly.
Turner, Kathryn Agnes,[1]	Norwood.
Walsh, Mabel Claire (Mrs. D. E. McQuade),	Lowell.
Ward, Loretta Lowe,	Lowell.
Wilcox, Gertrude Mae,	Milton.

Kindergarten.

Crowley, Gertrude Beatrice,	Lowell.
Edson, Bessie May,	Littleton, N. H.
Richardson, Elizabeth Helen (Mrs. Wm. J. Brokaw),	Long Branch, N. J.
Wood, Nina Benedict,	Billerica.
Halloran, Mary Isabel,	Lowell.

Honorary Member.

Mr. James L. Hughes.

Class Motto.

"Do Honor and Justice to the Nature of a Child."

[1] Deceased.

Class 4.—June, 1902.

Boynton, Ethel Marian,	Winchendon.
Cockerille, Edith Virginia (Mrs. Geo. H. Howes),	New Bedford.
Connell, Eva May,	Tyngsborough.
Crowley, Margaret Martha,	Lawrence.
Cunliffe, Bessie,	Methuen.
Cooney, Annie Katharine,	Lowell.
English, Agnes Esther,	Lawrence.
Farrell, Nellie Ursula Teresa,	Berlin, N. H.
Fields, Mary Belle,	St. Johnsbury, Vt.
Gardner, Rebecca Anne (Mrs. N. C. Getchell),	Lowell.
Gordon, Eleanor Elizabeth (Mrs. Ellsworth Austin),	Georges Mills, N. H.
Gray, Helen Clifton,	Somerville.
Harkins, Sara Catherine,	Malden.
Harrington, Lena (Mrs. Frank L. Pratt),	Woburn.
Hodgson, Nellie Elizabeth,	Methuen.
Joyce, Anna Frances,	Lowell.
Mahoney, Annie Loretta,	Lowell.
Moody, Maud Ethel May,	Lowell.
Nichols, Mary Josephine,	Lawrence.
Parker, John Howard,	Haverhill.
Pickard, Almira Frances,	Concord Junction.
Quinn, Mary Genevieve,	Lowell.
Ramsay, Emma May,	Lawrence.
Seede, Mary Gertrude,	Lowell.
Shanley, Mary Katharine,	Lowell.
Smith, Florence Susan,	Methuen.
Strout, Lillian Amelia,	Lowell.
Tobin, Mary Elizabeth,	Lowell.
West, Maude Gertrude,	Lowell.
Wilcox, Mabel Lucretia (Mrs. Arthur W. Colburn),	Dracut.
Winship, Edla Mabel (Mrs. Frank R. Brown),	Durham, N. H.
Wright, Clara Belle (Mrs. Wm. Anderson),	Middlebourne, W. Va.
Yapp, Abbie Lucinda (Mrs. Wm. E. Clapp),	Danvers.
Young, Mary Eunice,	Winchester.

KINDERGARTEN.

Adams, Julia Marguerite,	Haverhill.
Armstrong, Alda,	Baltimore, Md.
Guyton, Mina,	Boston.

HONORARY MEMBER.

Miss Laura A. Knott.

CLASS MOTTO.

"Not finished, but begun."

Class 5.—June, 1903.

Barrows, Hannah Mary,	Lowell.
Brainerd, Frances Maude,	Lawrence.
Briscoe, Delia Frances,	Dracut.
Butman, Ethel Josephine,	Lowell.
Collins, Julia Newman,	Lawrence.
Conway, Elizabeth Anna,	Collinsville.
Conway, Mary Jane,	Lawrence.
Dowd, Emily Margaret,	Cambridge.
Downey, Caroline Angela,	Billerica.
Dunn, Annie Veronica,	Lawrence.
Elvin, Marguerite Mabel (Mrs. Raymond F. Wolcott),	Providence, R. I.
Fox, Gertrude Ellen,	Lawrence.
Geagan, Mary Ellen Clare,	Wakefield.
Genn, Louise Hamilton,	Malden.
Girard, Sophie Elizabeth (Mrs. Louis Carnfel),	Lowell.
Greene, Esther May,	Lowell.
Hale, Carrie Ethel,	Lowell.
Hamblett, Marion Sadie,	Dracut Centre.
Howker, Edith Helen,	Methuen.
Johnson, Katie Lawrie,	Andover.
Lahan, Anna Frances,	Methuen.
Leahy, Alice Eva,	Lowell.
LeLacheur, Eleanor Jane,	Lowell.
Locke, Ada Belle,	Lawrence.
Lynch, Carolyn Idella,	Lowell.
McCabe, Mary Genevieve,	Lawrence.

McCarthy, Nellie Theresa,	Collinsville.
McGarvey, Caroline Helen,	Lowell.
Morse, Bertha Lulu,	Lawrence.
Murphy, Ellen Mary,	Lawrence.
Murray, Nettie May,	Lawrence.
O'Brion, Katherine G.,	Roxbury.
O'Connell, Louise Madaline,	Lawrence.
O'Donoghue, Mary Gertrude,	Lowell.
O'Sullivan, Mary Agnes,	Lawrence.
Parker, Philena Alma,	Somerville.
Purdy, Clara Viola,	Mattapan.
Quealy, Alicia Theresa,	Lawrence.
Ramsay, Alice Emely,	Lowell.
Roach, Rosalie Marie,	Lowell.
Sawyer, Helen Margaret,	Lawrence.
Seede, Elizabeth Hanley,	Lowell.
Sherburne, Bernice Ruby,[1]	Brockton.
Shirley, Mae S. (Mrs. Henry Thatcher),	Fairhaven.
Smith, Etta May,	Lowell.
Spencer, Mary Louise,	East Lexington.
Tallant, Bessie Beatrice,	Westford.
Twomey, Katharine Agnes,	Lawrence.
Wylie, Annie May,	East Dracut.

KINDERGARTEN.

Boynton, Josephine Anna,	Lowell.
Brown, Marian Katherine,	Warner, N. H.
Milkins, Edna Beatrice,	Waltham.
Shaw, Jennie MacClure,	Dracut.
Smith, Florence,	Methuen.
Swift, Ida May,	Haverhill.

HONORARY MEMBER.

Vesta H. Sawtelle.

CLASS MOTTO.

"And a Little Child shall lead them."

[1] Three years' course.

Class 6. — June, 1904.

Blodgett, Edna Roxanna,	Methuen.
Burdick, Francis Grace,	Springfield.
Campbell, Helen,	Lawrence.
Carter, Effie Maria,	Arlington.
Cassidy, Mary Elizabeth G.,	Lowell.
Clifford, Mary Elizabeth,	Lawrence.
Coburn, Minnie Eaton,	Lowell.
Copp, Cora Elizabeth (Mrs. Clarence Jones),	Roslindale.
Cox, Helen Cecelia,	Methuen.
Cullen, Elizabeth Tyler,	Winchester.
Dodge, Blanche Ethel,	Chelsea.
Duffey, Clara Madeline,	Lexington.
Emerson, Olive Marian (Mrs. W. E. Kidder),	Fall River.
Enright, Nora Annette (Mrs. Charles Taylor),	Conway, N. H.
Greenleaf, Ethel Lena,	Malden.
Grimes, Carrie Annie,[1]	Lawrence.
Guyton, Mary Louise,	Ayer.
Hamblett, Florence Isabelle,	Plaistow, N. H.
Hannon, Katherine Teresa,	Andover.
Haverty, Lilian Beatrice,	Lawrence.
Hartwig, Elizabeth Johanna Mina,	Lawrence.
Hayes, Ella Maria,	Lawrence.
Herlihy, Mary Angela,	Lawrence.
Higgins, Effie Grace,	Attleborough.
Holt, Emma Gill,	North Chelmsford.
Holtham, Bertha Elizabeth,	Lawrence.
Irving, Annie Emma,	Lowell.
Johnson, Anna Welcome,	Methuen.
Kane, Christine Mary,	Lowell.
Kerr, Jennie Margaret,	Lawrence.
Laughton, Mabel Frances,	Newton Centre.
Lawlor, Josephine Elizabeth,	Lawrence.
Macgregor, Helen Mae Stuart,	Lawrence.
Marshall, Bertha Stevens,	Haverhill.
McDonnell, Marie Smelda,	Lawrence.
McKissock, Annie Louise,	Boston.
Miles, Elizabeth Catherine,	Lawrence.

[1] Deceased.

Mulry, Harriet Matilda,	Methuen.
Murphy, Anna,	Lawrence.
O'Leary, Alice Louise,	Lawrence.
Peabody, Fannie Luella (Mrs. Leonard H. Kimball),	East Haverhill.
Poore, Mary Day,	Attleborough.
Provencher, Elizabeth,	Lowell.
Raddin, Lucy Bertha,	Everett.
Seeton, Alice Frances,	Lowell.
Smith, Winifred Claire,	San Bernardino, Cal.
Staples, Bernice Ellen,	Haverhill.
Taylor, Lola Hastings,	Gatun, Panama.
Tierney, Margaret,	Lawrence.
Washburn, Sarah Annette,	Norway, Me.

KINDERGARTEN.

Brown, Mabel Nichols,	Haverhill.
Dodson, Sarah Elizabeth,	Andover.
Foster, Evelyn Tilton,	Salida, Cal.
James, Edna Maude,	Concord, N. H.
Sargent, Ruth Elizabeth,	Haverhill.
Stacy, Anne Clarabelle,	Nashua, N. H.

HONORARY MEMBER.

Frank F. Coburn.[1]

CLASS MOTTO.

"Let all the Ends thou aimest at be thy Country's, thy God's, and Truth's."

Class 7. — June, 1905.

THREE YEARS' COURSE.

Gray, Sarah Alice (Mrs. Clarence Bowen),	Needham.
Stiles, Mary Almina (Mrs. Herbert Harvey),	Newark, N. J.

TWO YEARS' COURSE.

Blaisdell, Abbie Mary,	Forge Village.
Breen, Ellen Regina,	Chelmsford.
Brown, Ethel Marion (Mrs. G. E. Prouty),	Somerville.

[1] Deceased.

Brown, Laura Cynthia,	Gardner.
Canfield, Charlotte Maude,	Somerville.
Clarke, Helen Louise,	Lowell.
Corry, Katherine Veronica,	Woburn.
Crowell, Bertha Elizabeth,	North Weymouth.
Crowley, Mary Bernadette,	No. Walpole, N. H.
Cummings, Elizabeth Louise,	Salem.
Curtice, Abbie Anna,	Bristol, N. H.
Deane, Bertha Mabel,	Marblehead.
Donehue, Gertrude Helena,	Dracut.
Donovan, Margaret Teresa,	Lawrence.
Downey, Mary Helena,	No. Billerica.
Downing, Anastasia Elizabeth,	Lowell.
Dunlavey, Josephine Stanislaus,	Lowell.
Eastham, Elsie,	Lawrence.
French, Alice Mabelle,	Lowell.
Garabedian, Antranik,	Paris, France.
Graham, Emma Maud,	Chelmsford.
Greene, Mary Louise,	Lawrence.
Griffin, Susan Clarke,	Lowell.
Kimball, Bessie Mara (Mrs. Benjamin Shaw),	Holyoke.
Knapton, Leonora,	Lawrence.
Lane, Goldie Theresa,	Cambridge.
Leonard, Alice Eva (Mrs. John Gorman),	Haverhill.
Lyons, Gertrude Frances,	Dover, N. H.
Lyons, Jeannette Lind,	Haverhill.
Mahony, Margaret Genevieve,	Lawrence.
Marshall, Blanche Ethel,	Lowell.
McCarron, Anna Theresa,	Lowell.
McDermott, Catherine Elizabeth,	Chelmsford.
McEnnis, Esther May,	No. Walpole, N. H.
McEvoy, Winifred Catherine,	Newtonville.
McGibbon, Helen Blanche,	Haverhill.
Mitchell, Clara May (Mrs. Albert Watson),	Durham, N. H.
Moynahan, Mary,	Lowell.
Moynihan, Katherine Louise,	Andover.
O'Connell, Ellen Margaret,	Lawrence.
O'Connor, Alice Winifred,	Lawrence.
Ort, Mary Helen,	Chelmsford.
Phelps, Mary Isabella,	Lowell.

Quinn, Katharine Margaret,	North Chelmsford.
Rafter, Katharine Dempsey,[1]	Lowell.
Regan, Katherine Agatha,	Lawrence.
Ring, Margaret Mary,	Haverhill.
Sargent, Agnes Lucy,	Urbana, Ill.
Taylor, Mary Lillian (Mrs. Forest A. Richardson),	Lowell.
Tobin, Katharine Madeline,	Lowell.
Tracy, Mary Bernadette,	Peterboro, N. H.
Tuttle, Ruth,	Westford.
Twining, Violet Alice,	Burlington.
Washburn, Ina Patti,	Lawrence.
White, Carolyn Lenora,	North Andover.
Williams, Mabel Price,	Berlin, N. H.

KINDERGARTEN.

Gray, Elizabeth May,	Nashua, N. H.
Harrison, Marion Adelle,	Lowell.
Livingstone, Helen Sophronia,	Lowell.

HONORARY MEMBER.

Hugh J. Molloy.

CLASS MOTTO.

"Duty is with us; Results are with God."

POST-GRADUATES.

Campbell, Helen,	Lawrence.
Clifford, Mary Elizabeth,	Lawrence.
Grimes, Carrie Annie,	Lawrence.
Hartwig, Elizabeth J. M.,	Lawrence.
Haverty, Lillian Beatrice,	Lawrence.
Hayes, Ella Maria,	Lawrence.
Herlihy, Mary Angela,	Lawrence.
Holtham, Bertha Elizabeth,	Lawrence.
Kerr, Jennie M.,	Lawrence.
Lawlor, Josephine,	Lawrence.
Macgregor, Helen M. S.,	Lawrence.
McDonnell, Marie,	Lawrence.

[1] Deceased.

Miles, Elizabeth Catherine,	Lawrence.
Murphy, Anna,	Lawrence.
O'Leary, Alice,	Lawrence.
Tierney, Margaret E.,	Lawrence.

Class 8.—June, 1906.

Aldrich, Enid May,	Wilmington.
Brown, Carrie Louise,	North Attleborough.
Callahan, Mary Edith,	Peterboro, N. H.
Cameron, Gertrude Maud,	Berlin, N. H.
Carter, Lucy Shattuck,	Andover.
Clark, Alice Lillian,	Lowell.
Coffey, Anna Theresa,	Lowell.
DeCatur, Luanna Battles,	Chelsea.
Donovan, Frances Louise,	Lowell.
Donovan, Marianna Louise,	Lowell.
Finegan, Agnes Marguerite,	Lawrence.
Frappier, Eugenie Viola,	Lowell.
Frye, Grace Ellison,	Lowell.
Gilinson, Elizabeth Anna,	Lowell.
Gookin, Margaret Cecelia,	North Chelmsford.
Hannafin, Loretta Alice,	Lowell.
Hawes, Elsie Emma (Mrs. Geo. F. Smith),	Barre.
Higgins, Anna Margaret,	North Billerica.
Hillery, Susie Elizabeth,	Hardwick.
Hunt, Grace Goldie,	Newton Upper Falls.
Johnson, Katharine Hodges,	Malden.
Kohlrausch, Olive Dorris,	Billerica.
Lenane, Julia Teresa,	Lawrence.
Lewis, Marion,	Lawrence.
Lowney, May Ella,	Lowell.
Lynch, Nellie Frances,	Lowell.
Macnutt, Ena Gertrude,	Chelsea.
Manning, Alice Emily,	Lowell.
Mawn, Kathryn Frances,	Peterboro, N. H.
McCue, Mary Alice,	Lowell.
McDonald, Alice Ferguson,	Methuen.
McGowan, Mary Christina,	Lawrence.
McQuade, Gertrude Bernadette,	Lowell.
Morse, Susan Emma,	Dracut.

Murphy, Mary Magdalene,	Boston.
O'Connell, Anna Monica,	Lawrence.
O'Leary, Mary Josephine,	Lawrence.
Page, Florence Emma,	Methuen.
Powell, Jennie May,	Lowell.
Richardson, Mary Emma,	Lowell.
Sargent, Edith Jackson,	Lawrence.
Sullivan, Margaret Louise,	Lawrence.
Thumim, Frances,	Newton.
Twining, Bertha Elizabeth,	Berlin, N. H.
Watkins, Clara Frances,	Millbury.
Welsh, Elizabeth Ellen,	Berlin, N. H.
Williams, Evelyn Laura,	Berlin, N. H.

KINDERGARTEN.

Flagg, Marion Cushman,	Haverhill.
Hill, Alice Mary,	Dracut.
Hills, Hattie Gertrude,	Nashua, N. H.
Holden, Grace Emma,	Haverhill.
Stevens, Ethel May,	Lowell.
Wood, Vera Mildred,	Lowell.

HONORARY MEMBER.

Miss Mabel C. Bragg.

MOTTO.

"All are Needed by Each One."

Class 9.—June, 1907.

Alister, Lillian Elizabeth,	Groveland.
Anderson, Elsa Ragnhilde,	Reading.
Bennett, Effie May,	Westford.
Bishop, Louise Agatha,	Lawrence.
Bixby, Herbert Dallas,	Lowell.
Bodwell, Dorothy Caroline,	South Groveland.
Brooks, Alice French,	Lowell
Cairns, Lavinia Catherine,	Reading.
Canfield, Marion Margaret (Mrs. George Bradley),	St. Armand, P. Q.

Chapman, Mildred Helena,	Dracut.
Connell, Ivah Maude,	Lowell.
Connor, Mabel Johnston,	Lawrence.
Cordiner, Isabelle,	Reading.
Corry, Mary Louise,	Winchendon.
Cove, Mary Elizabeth,	Danvers.
Coveney, Grace M. C.,	Lawrence.
Doe, Bertha Gertrude,	East Templeton.
Doherty, Marjorie Elizabeth,	East Douglas.
Dorr, Ada Blanche,	Woburn.
Driscoll, Katherine Bernadette,	North Andover.
Farmer, Gertrude Louise,	Mendon.
Feindel, Florence Lucrene,	Newton.
Ferrin, Mary Genevieve,	Lawrence.
Finegan, Nellie Josephine,	Lawrence.
Fox, Annie Gertrude,	Lawrence.
Gens, Anna Augusta,	Lawrence.
Gilman, Nora Teresa,	Lebanon, N. H.
Goodwin, Aroline May,	Methuen.
Griffin, Mary Genevieve,	Lawrence.
Haigh, Edna Viola,	Lawrence.
Hall, Ora May,	South Chelmsford.
Hobbs, Fannie Goodwin,	Minneapolis, Minn.
Holman, Hilda,	Berlin, N. H.
Jeffrey, Jean Ure,	Lawrence.
Jones, Cora Ethel,	Lowell.
Joslyn, June J.,	Franklin Park.
Leighton, Bessie,	Marion.
Lowe, Charlotte Olive,	Lowell.
Mahoney, Katherine M. A.,	Lawrence.
Maloney, Mary Margaret,	Lawrence.
Moeckel, Rosa Helen,	Lawrence.
Moody, Annie Frances,	Methuen.
O'Brien, Katherine Philomena,	Lowell.
O'Sullivan, Gertrude Veronica,	Lawrence.
Palm, Olive Josephine,	Dunstable.
Prescott, Alice Luella,	Ashland, N. H.
Sampson, Grace Helena,	Lawrence.
Sanborn, Edith Tasker,	Lowell.
Sawyer, Lois Trask,	Bradford.

Schelde, Eugenia Scheldine,	Durham, N. H.
Shea, Katherine Louisa,	Chelmsford.
Staples, Evie M.,	Lynn.
Sweeney, Elizabeth Rosalie,	Staten Island, N. Y.
Tracy, Katherine Esther,	Peterboro, N. H.
Underwood, Mary Augusta,	North Reading.
Wholey, Mary Alma,	Lawrence.
Woodcock, Emma Louise,	Lawrence.

KINDERGARTEN.

Church, Ethel Henrene,	Lowell.
Pyne, Eva Frances,	Westford.
Ryan, Marion,	Nashua, N. H.
Shattuck, Marion,	Nashua, N. H.

HONORARY MEMBER.

Miss Mabel Hill.

MOTTO.

"Character, not Reputation."

POST-GRADUATES.

Finegan, Agnes Marguerite,	Lawrence.
Lenane, Julia Teresa,	Lawrence.
Lewis, Marion,	Lawrence.
Manning, Alice Emily,	Lowell.
McGowan, Mary Christina,	Lawrence.
O'Connell, Anna Monica,	Lawrence.
O'Leary, Mary Josephine,	Lawrence.
Sargent, Edith Jackson,	Lawrence.
Sullivan, Margaret Louise,	Lawrence.

Class 10.—June, 1908.

Barnum, Viola Nichia,	Woburn.
Brooke, Nora Hartley,	Harvard.
Brosnan, Mollie Monica,	Lowell.
Brown, Anna Leslie,	Minneapolis, Minn.
Burke, Emily Gertrude,	Lawrence.
Cameron, Rebecca,	North Dartmouth.

Clarke, Miriam Pearl,	Reading.
Cochrane, Mary Alice,	Lowell.
Collins, Mary Helena,	Lowell.
Common, Elizabeth Grace,	Lowell.
Condon, Margaret Mary,[1]	Lawrence.
Connor, Sadie Agatha,	Lowell.
Cummings, Ethel May,	Lancaster.
Daley, Annie,	Lawrence.
Dodge, Florence Evelyn,	Methuen.
Doherty, Mary Anne,	Winchester.
Driscoll, Ann Frances,	North Andover.
Driscoll, Kathleen Elizabeth,	Lowell.
Dunn, Mary Ann,	Graniteville.
Eaton, Agnes Viola,	Granby.
Evans, Ethel Gertrude,	Acton.
Foley, May Helena,	East Dennis.
Garvey, Mary Agnes Cecelia,	Forge Village.
Garvey, Grace Mary,	Kenwood.
Gould, Alice Russell,	Contoocook.
Greene, Laura Frances,	Lowell.
Guyton, Helen Margaret,	Lowell.
Hendry, Elizabeth,	Lawrence.
Hoole, Patricia,	Georgetown.
Jantzen, Genevieve Elizabeth,	Graniteville.
Joyce, Alice Louise,	Lowell.
Kew, Ivy Ethel,	Chelmsford.
Kinsella, Loretta Mary,	Dracut.
Knapton, Bessie Ellen,	Lawrence.
La Fleur, Alice,	Lowell.
Lord, Helen Josephine,[1]	Chelmsford.
Lovering, Charlotte Elizabeth,	Westford.
Maguire, Anna May,	Woburn.
Maguire, Rose Monica,	Lawrence.
Marsh, Florence Emeline,	Salem Depot, N. H.
McCabe, Rose Mulvina,	Lawrence.
McGowan, Edna May,	Lawrence.
Mullaney, Elizabeth Vera,	Lowell.
O'Connell, Alice Bernadine,	Lawrence.
O'Donoghue, Anna Clare,	Lowell.

[1] Deceased.

O'Hare, Nellie Dorothea,	East Billerica.
Ollis, Mary Alice,	Clinton.
O'Sullivan, Eva Mary,	Lawrence.
Pattison, Lillie May,	Burlington.
Perham, Sarah Elsie,	Mansfield.
Seery, Mary Rose,	Lowell.
Shaw, Jennie Ruth,	Goshen.
Sidley, Katherine Elizabeth,	Lawrence.
Singleton, Mary Loretta,	Lawrence.
Slattery, Julia Gertrude,	Lowell.
Small, Leona Mildred,	Lowell.
Smith, Jeanie Innes,	Methuen.
Spaulding, Eliza,	Chelmsford Center.
Sullivan, Katherine Marie,	Lawrence.
Thomas, Louise Claire,	Lowell.
Willan, Lesley Louise,	Lawrence.

KINDERGARTEN.

Baldwin, Arleen Josephine,	Nashua, N. H.
Doherty, Grace Agnes,	Winchester.
Stacy, Myra Lillian,	Plaistow, N. H.
Webster, Helen Burlingame,	Lowell.

HONORARY MEMBER.

Hugh J. Molloy.

CLASS MOTTO.

"Not in the shouts and plaudits of the throng
But in ourselves are victory and defeat."

LONGFELLOW.

POST-GRADUATES.

Bishop, Louise Agatha,	Lawrence.
Connor, Mabel Johnston,	Lawrence.
Coveney, Grace M. C.,	Lawrence.
Driscoll, Katherine Bernadette,	Lawrence.
Ferrin, Mary Genevieve,	Lawrence.
Finegan, Nellie Josephine,	Lawrence.
Fox, Gertrude Annie,	Lawrence.
Gens, Anna Augusta,	Lawrence.

Griffin, Mary Genevieve,	Lawrence.
Haigh, Edna Viola,	Lawrence.
Jeffrey, Jean Ure,	Lawrence.
Mahoney, Katherine M. A.,	Lawrence.
Maloney, Mary Margaret,	Lawrence.
Moeckel, Rosa Helen,	Lawrence.
Sampson, Grace Helena,	Lawrence.
O'Sullivan, Gertrude Veronica,	Lawrence.
Wholey, Mary Alma,	Lawrence.
Woodcock, Emma Louise,	Lawrence.

Class 11.—June, 1909.

Archibald, Florence Emily,	Melrose.
Barnum, Hilda Gilberta,	Woburn.
Bree, Rose Bernadette,	Haverhill.
Callahan, Katherine Frances,	Lawrence.
Conway, Mary Gertrude,	Lawrence.
Crowell, Ruth,	Lowell.
Cummings, Anna Bertha,	Woburn.
Cutter, Clara Corinne,	Atkinson, N. H.
Daniels, Ruth Marion,	Lawrence.
Donovan, Carolyn Goggin,	Lawrence.
Donovan, Margaret Teresa,	Lowell.
Driscoll, Julia Marie,	Lowell.
Dugan, Annie Cecelia,	Andover.
Finegan, Frances Teresa,	Lawrence.
Fitzpatrick, Susan Agnes,	Somerville.
Fowle, Julia Edna,	Woburn.
Gallagher, Alice Marguerite,	Dracut.
Godfrey, Emily Elizabeth,	Fitzwilliam.
Gray, Annie Gertrude,	Lowell.
Halloran, Helen Rose,	Lowell.
Hartwell, Gertrude Flora,	Lawrence.
Hurley, Anna Alena,	Lowell.
Hutchings, Evelyn Phoebe,	Lawrence.
Knowlton, Helen May,	Reading.
Lennon, Florence Dolorus,	Haverhill.
Logan, Margaret Stuart,	Lawrence.
Lynch, Alice Heland,	Lowell.
Mahoney, Letitia Estelle,	Lowell.

McCue, Margaret Grace,	Lowell.
McDermott, Helen Evelyn,	Contoocook, N. H.
McGilly, Alice Gertrude,	Lowell.
McLaughlin, Susie Elizabeth,	Salem Center, N. H.
Mohan, Helen Marie,	Haverhill.
Moss, Elizabeth Alice,	Lawrence.
Noonan, Frances Cleveland,	Lowell.
O'Leary, Katherine Elizabeth,	Haverhill.
Ollis, Annie Elizabeth,	Clinton.
Osgood, Helen Crooker,	Lowell.
O'Shea, Ida Alice,	Haverhill.
O'Sullivan, Mary Philomena,	Lawrence.
Prescott, Jermima,	Lawrence.
Roark, Martha Gertrude,	Warren.
Ruth, Florence Rachael,	North Billerica.
Shea, Regina Monica,	Lawrence.
Shinkwin, Margaret Elizabeth,	Auburn.
Stevens, Olive,	Haverhill.
Stites, Florence May,	Lowell.
Taylor, Martha Richardson,	Norwood.
Webster, Helen Burlingame,	Lowell.
Wright, Lillian Gertrude,	Graniteville.

Honorary Member.

Mr. Cyrus A. Durgin.

Motto.

"Low Aim, not Failure, is Crime."

Post-graduates.

Burke, Emily G.,	Lawrence.
Driscoll, Annie F.,	Lawrence.
Knapton, Bessie E.,	Lawrence.
McGowan, Edna M.,	Lawrence.
O'Connell, Alice B.,	Lawrence.
Sidley, Katherine E.,	Lawrence.
Sullivan, Katherine M.,	Lawrence.
Daley, Annie,	Lawrence.
Hendry, Elizabeth,	Lawrence.

McCabe, Rose M.,	Lawrence.
McGuire, Rose M.,	Lawrence.
O'Sullivan, Eva M.,	Lawrence.
Singleton, Mary L.,	Lawrence.
Willan, Leslie L.,	Lawrence.

Senior Class — 1909-10.

Abbott, Gertrude Cushing,	Lowell.
Adams, Mabel Marion,	Chelmsford.
Badger, Lilian Persis,	Methuen.
Bailey, Mary Elizabeth,	Methuen.
Baker, Della Bertha,	Chelmsford Center.
Ball, Gertrude Caroline,	Lawrence.
Barker, Edith A.,	Milford, N. H.
Bateman, Abigail Genevieve,	Lawrence.
Brauer, Edna Florence,	Woburn.
Bresnahan, Mary Isabelle,	Lawrence.
Burnham, Helen Roseatte,	Westford.
Calnan, Grace Edna,	Lawrence.
Carey, Mary Caroline,	Bradford.
Cawley, Anna Josephine,	Lowell.
Collins, Sabrina Pauline,	Methuen.
Corry, Gertrude Elizabeth,	Woburn.
Curtin, Ethel Debrah R.,	Lawrence.
Daley, Ellen Louise,	Lowell.
Dearth, Leona Hazel,	Lowell.
Devoy, Mary Eugenie,	Lawrence.
Dewire, Kathryn Geneive,	Lowell.
Dunn, Catherine Ellen,	West Chelmsford.
Dustin, Elsie Marguerite,	Manchester, N. H.
Dyson, Minnie Seton,	North Billerica.
Eastham, Alice,	Lawrence.
Elliott, Elizabeth Herron,	Lawrence.
Elliott, Lottie Ellen,	Groveland.
Emerson, Edith May,	Haverhill.
Emery, Irene Pearl,	Salem Depot, N. H.
Farrington, Ethel Agnes,	Lawrence.
Finegan, Margaret Louise,	Lawrence.
Finlay, Annie Anderson,	Lawrence.
Fleming, Mary Chilton,	Lowell.

Ford, Louise Agnes,	Lawrence.
Frappier, Regina Blanche,	Lowell.
Gauthier, Irene Eugenie,	Lowell.
Geary, Rose Constance,	Lowell.
George, Ethel Vashti,	Groveland.
Groves, Veracunda Elizabeth,	Lowell.
Hartford, Helen Elizabeth,	Lowell.
Hayes, Margaret Alice,	Lowell.
Hefner, Elsa Tapley,	Methuen.
Hill, Violet Jessie,	Reading.
Hodsdon, Margaret Elizabeth,	Lowell.
Hyland, Helen Gertrude,	Lawrence.
Jeffrey, Helen Macdonald,	Lawrence.
Kegler, Sophie Harriet,	Somerville.
Kelly, Louise Agnes,	Somerville.
Kendall, Mary Alvah,	Lowell.
Kennedy, Cecilia Rita,	Lawrence.
Knowlton, Carrie Blanche,	Chelmsford Center.
Koschitzky, Annie N.,	Lawrence.
Leadbetter, Bertha Wynnette,	Lowell.
Lee, Rose A.,	Nashua, N. H.
Lonergan, Catherine Agnes,	Lawrence.
Lunt, Alice Marion,	Groveland.
McCarthy, Frances C.,	Lawrence.
McDowell, Mary Josephine,	Lawrence.
McGowan, Agnes Arvilla,	Lowell.
McNulty, Evangeline Marie,	Lawrence.
Marsden, Elsie A.,	Lawrence.
Merrill, Gertrude Elila,	Lowell.
Minard, Bessie B.,	Beverly.
Moran, Harriette Beatrice,	Nashua, N. H.
Morin, Eileen Teresa,	Bradford.
Murphy, Helen Margaret,	Lawrence.
Newsholme, Mary Elizabeth,	Methuen.
Nolan, Winifred M. D.,	Somerville.
Norris, Bessie May,	Lowell.
O'Brien, Mary Gertrude,	Lawrence.
O'Neil, Marietta Elizabeth,	Lowell.
O'Neill, Katherine Cecilia,	Lowell.
O'Sullivan, Julia Cecelia,	Lowell.

Paasche, Anna Augusta,	Chelmsford Center.
Pinney, Eugenie Melissie,	Haverhill.
Ray, Josephine Park,	Woburn.
Reed, Helen Maude,	Concord, N. H.
Riley, Marguerite Aloyse,	Lawrence.
Sawyer, Emily Marian,	Lawrence.
Schwartz, Lucy,	East Billerica.
Shea, Mary Teresa,	Somerville.
Sheehy, Annie Louise,	Lawrence.
Smith, Marion Laura,	Woburn.
Sorensen, Marie Heloise,	Woburn.
Stinson, Grace Anna,	Lowell.
Todd, Alice Shaw,	Lawrence.
Twomey, Mary Agnes,	Lawrence.
Waters, Annie Marie,	Lawrence.
Weiss, Alice Gertrude L.,	Lawrence.
Weldon, Mary Isabel,	Lawrence.
Wholey, Julia Eunice,	Lawrence.
Wolcott, Edna H.,	Nashua, N. H.

Junior Class — 1909-1910.

Adams, Ruth Elizabeth,	Chelmsford.
Barkley, Dorothy,	Lowell.
Bartlett, Laura Medora,	Haverhill.
Batson, Charlotte Rachel,	North Andover.
Bough, Mary Margaret,	Haverhill.
Bowler, Mary Cecilia,	Lawrence.
Buck, Elsie Louise,	Wilmington.
Carey, Mary Catherine,	Lowell.
Carolan, Mary Frances,	Lowell.
Chadwick, Hazel,	Lowell.
Coggeshall, Pauline,	Lowell.
Cohen, Sarah,	Haverhill.
Comtois, Lucille Eugenie,	Lowell.
Connell, Elizabeth Rebecca,	Lowell.
Coursey, Theresa Esther,	Woburn.
Cowell, Mary Margaret,	Lowell.
Crawford, Ruth Darling,	Lowell.
Cullen, Agnes,	Winchester.
Cunliffe, Selina,	Methuen.

Dame, Esther Eleanor,	Haverhill.
Doherty, Catharine Frances,	Winchester.
Donohoe, Alice Gertrude,	Lowell.
Donovan, Annie Theresa,	Lawrence.
Donovan, Mary Aquinas,	Lawrence.
Donovan, Mary Patricia,	Ballardvale.
Dydek, Lillian Marie,	Lawrence.
Edwards, Lillian Belle,	Haverhill.
Farnan, Alice Irene,	Lowell.
Firth, Maude,	Methuen.
Fletcher, Maude Gertrude,	South Lawrence.
Flynn, Elizabeth Mary,	West Chelmsford.
Grady, Henrietta Isabel,	Lowell.
Greene, Grace Kathleen,	Lawrence.
Grogan, Annie Rachel,	Haverhill.
Haggerty, Mabel Elizabeth,	Lowell.
Hansbury, Margaret Veronica,	Lowell.
Hennessy, Mary Magdalene,	Lowell.
Hogan, Agnes Regina,	Lawrence.
Hogan, Florence Theresa,	Cambridge.
Hogan, May Agnes,	Lowell.
Hopner, Sadie,	Lowell.
Howe, Ruth,	Lowell.
Humphrey, Elizabeth May,	Lawrence.
Hurd, Helen May,	Lowell.
Ingham, Alice Beaumont,	Lowell.
Keyes, Gertrude Theresa,	Lowell.
Lena, Elizabeth Madeleine,	Lawrence.
Littlefield, Helen Mabel,	Wamesit.
Logan, Florence Julia,	Lawrence.
Mahoney, Gertrude May,	Lawrence.
March, Annie Hainsworth,	Lawrence.
Maxwell, Elizabeth Gertrude,	South Lawrence.
McAllister, Grace Elizabeth,	Lowell.
McCarthy, Josephine Elizabeth,	Lawrence.
McMaster, Lettie Roberta,	Lowell.
Mitchell, Christina Anastasia,	Lowell.
Moriarty, Mary Josephine,	Lawrence.
Mullen, Genevieve Agnes,	Lawrence.
Murray, Kathryn Irene,	Lawrence.

O'Donnell, Marguerite,	Lawrence.
O'Loughlin, Helena May,	Lowell.
Phelps, Agnes Genevieve,	Lowell.
Reardon, Mary Josephine,	Lowell.
Riley, Mary Ellen Genevieve,	Lawrence.
Robinson, Edna Maude,	Billerica.
Sanders, Esther Adelaide,	Lowell.
Shult, Ellen Elizabeth,	Billerica.
Southworth, Sarah Helen,	Methuen.
Stewart, Bertha Marshall,	Lawrence.
Sullivan, Frances Madeleine,	Lawrence.
Sullivan, Katherine Cecilia,	South Lawrence.
Sullivan, Mabel Gustina,	Lowell.
Sullivan, Margaret Mary,	Lawrence.
Tewksbury, Angelia Catharine,	Lawrence.
Thumim, Esther Pearl,	Lowell.
Walker, Adaline Phoebe,	Lawrence.
Walsh, Agnes Lillian,	Lowell.
Walsh, Katherine Frances,	Lawrence.
Wilson, Bertha Marie,	Lawrence.
Wood, Helen Katherine,	Haverhill.

Certificate Required for Admission to a Preliminary Examination.

_____ 1910.

_____ has been a pupil in the

_____ School for three years, and is, in my judgment prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof: —

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M _____

is a regular graduate of a four years' course of the _____

_____ High School, and that, to the best of my knowledge

and belief, _____ he is a person of good moral character.

_____ *Principal.*

_____ 1910.

OF THE
UNIVERSITY OF ILLINOIS

STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS

1912
1913

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LOWELL, MASSACHUSETTS

FIFTEENTH YEAR

1912-1913

Approved by
The State Board of Publication.

STATE NORMAL SCHOOL.

State Board of Education.

	TERM EXPIRES
Frederick P. Fish, Chairman, 84 State Street, Boston,	1913.
Miss Sarah Louise Arnold, 9 Crescent Avenue, Newton Center,	1912.
Mrs. Ella Lyman Cabot, 190 Marlborough Street, Boston,	1913.
Simeon B. Chase, Fall River,	1912.
Levi L. Conant, Worcester Polytechnic Institute, Worcester,	1914.
Thomas B. Fitzpatrick, 104 Kingston Street, Boston,	1914.
Frederick W. Hamilton, Tufts College, Tufts College P. O.,	1913.
Paul H. Hanus, Harvard University, Cambridge,	1914.
Clinton Q. Richmond, North Adams,	1912.

Commissioner of Education.

David Snedden, . Room 500, Ford Building, 15 Ashburton Place, Boston.

Deputy Commissioners.

William Orr, ... Room 500, Ford Building, Boston.
Charles A. Prosser, ... Room 509, Ford Building, Boston.

Agents.

James W. MacDonald, ... Stoneham.
Julius E. Warren, ... 875 Main Street, Worcester.
Charles R. Allen, ... Room 509, Ford Building, Boston.
Rufus W. Stimson, ... Room 702, Ford Building, Boston.
Edward C. Baldwin, ... Room 500, Ford Building, Boston.
Michael W. Murray (*Special*), . . . Room 702, Ford Building, Boston.

Visitor.

Paul H. Hanus.

PLATE II MODEL SCHOOL

Instructors.

CYRUS A. DURGIN, PRINCIPAL,	*Psychology.*
CLARENCE M. WEED,	*Nature Study.*
JOSEPHINE W. CHUTE,	*Drawing.*
MIRION H. MILNER,	*Physical Education and Voice Training.*
SARAH E. LOVELL,	*English.*
ALBERT EDMUND BROWN,	*Music.*
CHARLOTTE M. MURKLAND,	*Supervisor of Practice.*
WILLIAM E. RILEY,	*Penmanship and Reading Methods.*
ELIZABETH M. HUMPHREY,	*Assistant Physical Education.*
BLANCHE A. CHENEY,	*History, History of Education, Civics.*
—— ——	*Geography and Mathematics.*
ETHEL E. KIMBALL,	*Secretary and Librarian.*

Practice Department.

Bartlett Training School, Lowell.

HERBERT D. BIXBY,	PRINCIPAL.
BELLE A. PRESCOTT,	Ninth grade.
FRANCES CLARK,	Eighth grade.
AMY L. TUCKE,	Eighth grade.
ALICE D. SUNBURY,	Seventh grade.
KATHLEEN E. DRISCOLL,	Seventh grade.
BELLE F. BATCHELDER,	Sixth grade.
SARA E. AMES,	Sixth grade.
MARIA W. ROBERTS,	Fifth grade.
KATHERINE FARLEY,	Fifth grade.
A. GERTRUDE STILES,	Fourth grade.
IVAH M. CONNELL,	Fourth grade.
BRIDGET K. SMITH,	Third grade.
BERTHA M. SHERBURNE,	Second grade.
ELEANOR J. LE LACHEUR,	Second grade.
ESSIE E. ROCHE,	First grade.
E. BELLE PERHAM,	First grade.
HELEN W. NOYES,	Principal of kindergarten.
EDITH A. ANDREWS,	Assistant.

New Moody Street Training School, Lowell.

Addie B. Merrill,	Third grade.
Grace C. Delaney,	Third grade.
Anna I. Cassidy,	Second grade.
Mary E. Snow,	First grade.
Maude M. Hardy,	First grade.

Lexington Avenue Training School, Lowell.

CARRIE M. HART, ... Teacher.

North Tewksbury Training School.

TIRZAH SWIFT MORSE, ... Teacher.

The School Calendar.

1912.

Graduation.
Tuesday, June 18.

First Entrance Examinations.
June 20 and 21.

Midsummer Vacation.

Second Entrance Examinations.
September 3 and 4.

School Year Begins.
Thursday, September 5.

Thanksgiving Recess.
November 28 and November 29.

Christmas Recess.
December 21 to January 6.

1913.

First term ends, ... Friday, January 24.
Second term begins, ... Monday, January 27.

Spring Recess.
March 28 to April 7.

Patriots' Day.
April 19.

Memorial Day.
May 30.

Graduation.
June 17.

First Entrance Examinations.
June 19 and 20.

Midsummer Vacation.

Second Entrance Examinations.
September 2 and 3.

Special Notice.

The above entrance examinations will begin each day at 8.30 A.M. in the main hall of the school building, corner of Broadway and Wilder Street.

Alumni Association.

Miss Ivah M. Connell '07, ... *President.*
Miss Laura A. Lord '00, ... *Vice-President.*
Miss Kathleen Driscoll '08, ... *Secretary.*
Mr. Ernest Barr '99, ... *Treasurer.*

Executive Committee.

Class of '99.

Clotilda A. Delaney. Mrs. Ellery H. Jenkins.

Class of '00.

Lydia Mahoney. Essie Roche.

Class of '01.

Edith Farrington. Frances Dalrymple.

Class of '02.

Gertrude Seede. M. Eunice Young.

Class of '03.

Ester M. Greene. Alice E. Ramsay.

Class of '04.

Annie L. McKissock. Minnie Coburn.

Class of '05.

Mrs. John Gorham. Margaret Ring.

Class of '06.

Grace Frye. Anna Coffey.

Class of '07.

Olive J. Palm. Alice L. Prescott.

Class of '08.

Mary Helena Collins. Alice Cochrane.

Class of '09.

Martha Taylor. Julia Driscoll.

Class of '10.

Vera Groves. Annie Koschitzky.

Class of '11.

Mary Carey. Nellie Southworth.

State Normal School at Lowell.

Circular of Information.

The Lowell Normal School was established by an act of Legislature approved Jan. 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils Oct. 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance of the Boston & Maine station.

Architecture.

The building itself was planned with special thought of every convenience, and attracts attention as a model structure of its kind. It is constructed of buff mottled brick, with trimmings of Indiana limestone. It has three stories and a basement, and is one hundred and seventy-eight feet in length, with a depth of seventy-four feet. The entrance consists of a portico which is faced with marble, and the ceiling vaulted. The front and rear steps, buttresses and base course are of Conway granite, and moulded brick is used over the windows.

The basement contains the two manual training workshops, the lunch room, toilet rooms, boiler and engine rooms.

The first floor contains a corridor twelve feet wide, extending from stairway to stairway. The staircases at the ends are constructed of iron. On this story are the principal's room, teachers' assembling room, cloak rooms, four recitation rooms, with adjoining private rooms for the teachers.

The second floor contains the main hall, sixty by sixty-five feet, with four large recitation rooms similarly arranged with private rooms between them.

On the third floor are the laboratories for physics and school gardening, a lecture room, the large gymnasium, thirty-three by sixty-five feet, and a drawing room equally as large, with northern light.

All rooms and corridors are finished with quartered oak. Heating and ventilation are accomplished by a combination known as the fan and gravity system. Each recitation room is supplied with not less than thirty-five cubic feet of fresh air per minute for each pupil, and an equal amount of foul air is withdrawn at the same rate. The rooms in the basement are plastered with Keene cement; all others with adamant.

Aim and Purpose of the School.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal School, as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

Requirements of Admission.

I. Candidates for admission to any one of the Massachusetts State normal schools must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher, and must present certificates of good moral character. They must also present detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein.

II. Candidates must present by examination or certificate satisfactory evidence of preparation in the following subjects, 14 units being the requirement for admission. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition, . . . 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2)	Algebra,	1 unit.
(3)	Geometry,	1 unit.
(4)	History, ancient, mediæval and modern, English or American, including civics,	1 unit.
(5)	Latin,	2 units.
(6)	French,	2 units.
(7)	German,	2 units.
(8)	Drawing,[1]	1 unit.
(9)	Physics,	1 unit.
(10)	Chemistry,	1 unit.
(11)	Biology, botany or zoölogy,[1]	1 unit.
(12)	Physical geography,[1]	1 unit.
(13)	Physiology and hygiene,[1]	1 unit.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (Sub-station 84, New York City) will be found suggestive by the high schools.

C. *Additional Subjects.* — At least 4 units from any of the foregoing subjects not already offered, or other subjects approved by the secondary school towards the diploma of graduation of the applicant.

III. *Examinations.* — Each applicant for admission, unless specifically exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects required under A and B. Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination will present credentials or certificates from their schools to cover the requirements under C, and will not be given examinations in these subjects.

[1] Half units in these subjects will also be accepted.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at one time, and any or all of them may be taken either in June or in September. If the examinations are divided, the candidate will receive no credit for the first examination unless he passes in at least five of the ten units required. Examinations may not be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board, or from public high schools approved by the State Board of Education for this purpose, may be exempted from examination in any of the subjects under A and B by the principal of the normal school on the basis of a record of at least 80 per cent., or B in such subject during the last year in which such subject has been pursued, when the principal of the high school shall have certified his belief that the candidate is able to do satisfactory work in the normal school. Such candidates will present credentials for the subjects under C.

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons having had satisfactory experience in teaching may be admitted as special students, under such regulations as the Board may prescribe.

Examination Dates.

The admission examinations are held at the several normal school buildings in accordance with the following schedule: —

1912. — Thursday and Friday, June 20 and 21; Tuesday and Wednesday, September 3 and 4.

1913. — Thursday and Friday, June 19 and 20; Tuesday and Wednesday, September 2 and 3.

Times of Admission.

New classes will be admitted at the beginning of the fall term only. The studies of the course are arranged progressively from that time; it is important, therefore, that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only

after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

Expenses.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of twenty-five dollars for each half year.

Text-books and supplies are free, as in the public schools.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

Elementary Course of Study.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects and of the principles and methods of teaching them: —

(*a*) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(*b*) Mathematics, — arithmetic and bookkeeping, algebra, plane geometry.

(*c*) History, — history and civil polity of the United States and of Massachusetts.

(*d*) Science, — physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(*e*) Drawing, vocal music, physical training, manual training.

II. (*a*) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(*b*) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satis-

factory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

English.

There is no student of English who does not gain from his work the power of self-expression, a keener appreciation of nature, a quickening of the imagination, a deeper insight into human life and a broader outlook upon the world around him. The course in English offers not only this most necessary cultural education, but it also aims to teach the student where to find in literature the necessary material for the child's development, and to offer practical methods for presenting this material to the child.

The work throughout the two years is a correlation of language, composition and literature. The language work begins with "the word," — its history, the use of the dictionary, word-building and pronunciation; the composition work at this time includes papers on the language work and its connection with the early history of England.

The language course for the first year offers a careful drill in the essentials of grammar, and a practical study of those laws of composition and rhetoric which will enable the student to gain a new appreciation of the masters of English style and a renewed desire to imitate these ideals. In the literature work of this year the students must gain from masterpieces of English literature not only a thorough knowledge of their contents, but the power to reveal these treasures to others. This necessitates a knowledge of the author and some acquaintance with his period in literature.

In the second year, besides the advanced composition and methods of teaching, the course seeks to give the students a thorough introduction to child literature. This means a careful study of classic myths, Greek, Norse, and Teutonic, a review of the Arthurian legends, Esop's fables and modern fairy tales. The student must also become acquainted with books dealing with the outdoor world, especially with animal life, and must study and present to the class from a teacher's point of view suggested poems for all grades.

Mathematics.

The end in view is to prepare teachers for the work in arithmetic in the elementary schools; this purpose is kept constantly in mind.

During the junior year the work is largely along the lines of primary and middle grade arithmetic, constant effort being made to secure class room proficiency for students who are to practice during the following year; the closest attention is given to the reasons in arithmetical processes, in order to enable the teacher to substitute her method for stereotyped rules. There is much work at the blackboards by the class as a whole, for the purpose of encouraging work in the open.

Regular text-books are used, and emphasis is placed upon well-arranged and precise written work.

During the senior year the course of study in arithmetic is thoroughly reviewed and discussed. Work of the upper grades is reviewed, largely for the purpose of clearing up difficulties for prospective teachers which were never overcome by them as pupils in the elementary or high schools.

So much time is devoted to algebra as will permit of a review and discussion of definitions and notation, simple equations, fractions, and the method of attacking problems; but these matters are taken up solely for the preparation of teachers of arithmetic.

Definitions and a brief list of fundamental theorems in geometry are covered, but merely with a view to the proper teaching of subjects found in the arithmetic course in elementary schools.

History and Government.

Subject Matter.

A discussion of the methods used in teaching history and in the preparation of the work. (Reference books, Hinsdale, Bourne.)

Lesson plans, digests, outlines, map drawings, book lists, and the gathering together of material which will aid the normal school student in teaching history in any or all of the primary and grammar grades of the public school system. (See bulletins prepared for our practice school.)

The historical subjects discussed are as follows: —

Essentials in English and American constitutional history, including social institutions and geographical and racial influences. (See printed outlines published in the Appendix of Hill's "Liberty Documents.")

Also essentials in the history of education. (See topics.)

Local history of the student's town or city. (See printed topics.)

Biography and the influence of leadership upon society.

The use of bibliography. (See printed outlines in Lane & Hill's "American History in Literature.")

The study of government, — federal, State and municipal, the emphasis being placed upon municipal government. (See Hill's "Lessons for Junior Citizens.")

The use of "sources" and literature in relation to history.

Theses upon intensive subjects by individual pupils, — one in history, one in government, one in local history, one in the history of education.

The Purpose of the Course in History and Government.

First, Professional Equipment for "Self-Support." — An exact knowledge of subject matter, so systematized as to aid the teacher in not only knowing and appreciating historical matter, but in presenting it to her pupils, that they in turn may be stimulated to know and to enjoy history. Our study of the histories of England and the United States, and the History of Education, together with the presentation of lesson plans in so called "teaching lessons," illustrates in a measure our efforts along this line.

Second, the Teacher's Relation to Society. — The professional man or woman should so approach his or her work that he or she becomes "conjunctive" in interests. Each teacher should take part in human affairs outside of the schoolhouse as well as inside the class room, contributing to the whole of society as well as to the part. Such spirit and example will make it possible for the teacher to create in the pupil a similar responsibility in promoting the welfare of society of which the pupil is already a part. Our study of government, of local history and especially of municipal government is aimed with such a result in view.

Third, Standards for General Progress. — In order to create in

our teaching force of the future a higher standard and larger outlook, certain specific lessons of cultural value are presented in the history course, as well as subject matter and method: historical stories; the use of beautiful pictures illustrating history, German colored prints, etc.; reference to or use of the "sources" of history; and excerpts from literature, to illustrate history. These are, in so far as possible, added to the more matter-of-fact work upon historical matter and the manner of its presentation in public schools. We also add to the History of Education reading of current educational magazines and works upon educational subjects.

The programme for the coming year consists of four recitations a week for both juniors and seniors. This is an increase of opportunity, and it will, we hope, increase proportionately the amount of efficiency.

Each senior has the privilege of teaching history during her three months of practice work in our training school. Thus the method and theory of the normal school has the opportunity to prove itself serviceable in actual experience.

Science.

Physics.

During a period of six weeks in the junior year this subject takes the place of arithmetic.

The time is spent in experiment and discussion; the properties of matter, weighing and measuring, the thermometer, the barometer, and introductory matters in connection with sound, light and heat are covered in as matter-of-fact a way as possible, with a view to fitting the student for work in geography and science in the elementary schools.

Gardening and Nature Study.

The course in gardening and nature study covers five periods a week during the junior year. Practical gardening operations are carried on throughout the course, the pupils planting seeds, bulbs and cuttings of many different kinds, and growing them to flower and fruit. These garden experiences are made the basis of much drawing upon paper and blackboard, and of many language les-

sons, both oral and written. Each pupil has an indoor garden and an outdoor garden for her individual use, and assists also in the planting and care of the general gardens.

In addition to the practical garden knowledge thus acquired, the pupils learn much of the botany and chemistry of plant growth.

Considerable attention is given to leading the pupils to a workable knowledge of the trees, birds, wild flowers and other living things. The point of view is that of use in the grades, though considerable technical knowledge is acquired incidentally. Opportunities for expression through language and drawings are given throughout the course.

The school is rapidly developing special collections of the trees, shrubs and perennial flowers which may be used to best advantage in school work and for general planting.

Geography.

The subject is studied by the project method. The object is to show: (1) man's dependence on physical conditions; (2) man's overcoming certain physical conditions; (3) to train students to teach this geography to the grades.

A study of any continent by the project method involves a study of large geographical units which include both history and physiography, but man's relation to his environment must be kept in the foreground.

Drawing.

The course in drawing aims to acquaint the student with the subjects that are taken up in the public schools, and to enlarge æsthetic feeling and appreciation.

The principles underlying freehand drawing are carefully studied and carried out with pencil, colored crayon, water color or in blackboard drawings. These are applied, too, in illustrative sketches.

Design is studied not only for its underlying principles and historic foundation, but also that it may be applied satisfactorily in book covers, tooled leather, metal, stencils and embroidery.

Color scales to show hue, value and intensity are made; color analysis and harmony are considered whenever possible in carrying out designs, in talks on house furnishings and dress and in land-

scape compositions. Picture study is taken up also in connection with composition and color.

Five-minute sketches are required at frequent intervals, that a constant quick review may be carried on.

The students follow the work in drawing during their practice period, working with the regular and special teachers and conducting lessons themselves.

Psychology.

This course aims to equip the student with the elementary principles of teaching, the fundamental psychological processes which have to do with learning receiving special attention.

While the work tends to increase and to broaden the student's knowledge of general psychology, the point kept constantly in mind is the professional aspect of the subject.

Considerable time is given to the central nervous system, showing the physiological basis of mental activity. Attention, perception, conception, memory, imagination and habit are discussed with special reference to their development in children. Feeling and emotions, volitions, and temperament, in its relation to teacher and pupil, also receive attention.

In the training school, classes of children taught by skilled instructors are observed by the students. These observation lessons illustrate, in practical teaching, the specific principles taught in the theory classes, and give an excellent foundation for the practice work which follows.

While several texts are in constant use, more time is given to illustration by the students, from their own experience, of elementary facts of educational psychology, than to the usual class room recitation. Four periods a week during the senior year are devoted to this course.

Physical Education.

In this department the work is two-fold, — to develop physical strength, health and endurance in the student, and to prepare her with a great variety of exercises, that she may be able to interest all classes of children and meet the varying needs of each individual pupil. The work is varied: it consists of the study of the principles

of the Swedish system of gymnastics and the practical work in the gymnasium covering the following subjects, — free movements, general developing exercises, gymnastic games for the schoolroom and the playground, story plays, drills and folk-lore dances. Outdoor work on the school campus, tennis, etc., are also part of the course. During the senior year the students conduct gymnastic exercises as practice in teaching.

Reading and Voice Training.

How to read, how to teach reading. It is the aim in this course to secure the ready apprehension of thought and feeling from the printed page, to cultivate the power to give correct expression to thought and feeling, to secure an acquaintance with good reading and to create and foster a love for it.

There is no "only way" of teaching reading. Students are taught the practical use of the alphabet, word, sentence and phonic methods, how to use the dictionary, the study of diacritical marks and pronunciation. Story-telling for children is carefully studied, also the dramatization of the story for public school work.

It is extremely important that the teacher should cultivate a quiet, well-modulated manner of speech; her pupils are insensibly affected by it. Voice is the greatest instrument of expression, and much time is given to breath control, correction of faults in use of voice, tone placing, articulation, flexibility and resonance.

Music.

Music ranks as the highest of the fine arts, as the one which, more than any other, ministers to human welfare. — *Spencer.*

Music is at once a language, a science and an art. As a language of the emotions, music has a powerful influence upon susceptible childhood; as an art it is manifested in the skillful and intelligent rendering by the children of a beautiful song; the science of music appropriate to the early grades is concerned only with sight singing. The child is aroused to musical activity by the appeal of the language of music; by applying the elementary science he learns to sing at sight, through a knowledge of rendering he learns to interpret musical meaning, and thus to reproduce in turn the language of music. The object of music in public education is to develop in the child: —

A love for good music. A musical and expressive voice, within the limits imposed by nature, and a good physique as a result of correct singing.

The ability to sing songs at sight and render them understandingly.

The Course.

The course in music is intended to equip students with a thorough working knowledge of music and methods as applied to public education, so that they may co-operate intelligently with supervisors, or successfully conduct the work in music in schools where there is no supervisor.

The essentials upon which the course is based are: —

(*a*) *Musical Conceptions.* — Through a knowledge of good melody and its essentials.

The folk-song, all nationalities; the ballad.

The art song, the comic opera, the grand opera, the oratorio, and kindred forms, the instrumental shorter forms, the sonata and symphony.

(*b*) *Voice Training.* — The essentials of good tone quality.

Breathing, the direction of the tone, the open throat.

Pronunciation and enunciation.

The registers.

The boy's changing voice.

(*c*) *Sight Singing.* — A thorough knowledge of the intervals.

Classification of intervals.

All keys and key signatures, major and minor.

Of all chromatic tones, of the characters used to represent them.

All the principles of time.

Measure formations.

The elements of form.

PENMANSHIP.

This subject is studied by the project method. The students are trained, first, to write a good business hand at a commercial rate of speed; and, second, to teach the children in the grades to write a good business hand.

We submit a sample of the writing of a pupil when she entered the school and another at the end of her junior year. These we consider fair samples.

Elizabeth Jacobs.

He's here in double trust:
First as I am his kinsman and his subject,
Strong both against the deed. Then, as his host

Elizabeth Jacobs Lowell Normal School.

It is not so much the amount of practice, as the kind of practice that counts. It is the constant effort to acquire precision that leads to success in writing.

NOTE.—The Palmer Method is used as the basis for this work.

Special Courses for Teachers.

Teachers of several years' successful experience, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course of study, and when such course is successfully completed they shall receive certificates for the same.

Special Course for College Graduates.

Graduates of colleges and universities, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the above curriculum of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Teachers of successful experience, who bring satisfactory testimonials, may also receive a certificate under similar conditions.

Schools of Observation and Practice.

The Bartlett School is on Wannalancit Street, Lowell, and may be reached by two lines of electrics, — the Broadway and the Pawtucket Street.

Section I. of the agreement made by the State with the city of Lowell reads as follows: —

The city of Lowell agrees: 1. To the use of the Bartlett School by the normal school as a school of observation and practice, and the use of such other schools as may be needed for additional practice schools.

The building occupied by the Bartlett School is described in the report of the school committee as follows: —

The new Bartlett School building is not only the largest, but, as might be expected of the newest, is the finest of our grammar school buildings. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the

street for the first and two spacious stairways for the second. The upper floor is occupied by a handsome and well-lighted hall, capable of seating twelve hundred persons, with smaller rooms at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, store rooms for books, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

In the fall of 1910 six primary rooms were taken on for practice in the New Moody Street School in Lowell, thus giving much-needed opportunity for training in primary grades.

At the same time the Lexington Avenue School was taken into the training school system. This school, while within the city limits, is, strictly speaking, an ungraded school.

There is also in the town of North Tewksbury an ungraded school used for observation and practice.

Thus it will be seen that the practice facilities of the State Normal School at Lowell cover nearly all features of grade school work which the normal graduate may meet after taking up her work.

Special emphasis is placed upon this side of the normal school work. The conditions met by the pupil-teacher in her practice work are those of a regular public school, both in instruction and in discipline.

General Information.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents, to investigate its methods, attend classes, or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

Students.

Senior Class — 1911-12.

Abbott, Bernice Bailey,	Lawrence.
Agnew, Jessie May,	West Chelmsford.
Andersen, Marion,	Tewksbury.
Arnold, Gladys Helen,	Lowell.
Auty, Marion Moore,	Lawrence.
Barrett, Bessie May,	Wilton, N. H.
Boddy, Katherine Gertrude,	Lowell.
Bowler, Mary Cecelia,	Lawrence.
Brainard, Hazel Streeter,	Lowell.
Braley, Elsa Clare,	Lowell.
Calnan, Marietta Margaret,	Lowell.
Chalifoux, Ethel Helene,	Lowell.
Christison, Marion Lavinia,	Lawrence.
Collins, Mary Rosalie,	Franklin.
Comber, Margaret Mary,	Lawrence.
Connor, Mary Genevieve,	Lawrence.
Corry, Agnes Eleanor,	Woburn.
Cunningham, Elizabeth,	Lawrence.
Dean, Mary Louise,	Lawrence.
Delay, Irene Catherine,	Somerville.
DeVoe, Edith Bell,	Lowell.
Doherty, Catherine Frances,	Winchester.
Doherty, Marguerite Ferguson,	Winchester.
Dydek, Lillian M.,	Lawrence.
Finegan, Florence Gertrude,	Lowell.
Fish, Esther Violet,	South Chelmsford.
Flahaven, Mary Elizabeth,	Lowell.
Flynn, Elizabeth Mary Frances,	Chelmsford.
Frappier, Delia Georgiana,	Lowell.
Gerety, Elizabeth Margaret,	Nashua, N. H.
Gordon, Ethel Del,	Lowell.
Grady, Henrietta Isabel,	Lowell.

Gray, Maude Phelps,	Lowell.
Grogan, Annie Rachel,	Haverhill.
Hansberry, Margaret Veronica,	Lowell.
Heafey, Evelyn Mae,	Haverhill.
Heald, Marion Wallace,	Nashua, N. H.
Hendry, Bessie Neel,	Lawrence.
Hennessy, Mary Magdalen,	North Andover.
Higgins, Alice Winnifred,	North Billerica.
Hill, Mabelle Ida,	Lowell.
Hogan, Agnes Regina,	Lawrence.
Hogan, Florence Theresa,	Cambridge.
Hull, Ruby Colman,	Lowell.
James, Edith Daphne,	Cohasset.
Kelley, Ruth Livingston,	Nashua, N. H.
Kiernan, Margaret Elizabeth,	Collinsville.
LaFlamme, Eva Marian,	Haverhill.
Lena, Elizabeth Madeleine,	Lawrence.
Maney, Anna Katherine,	Methuen.
Maney, Leontine Cecilia,	Methuen.
McAuliffe, Katherine Theresa,	Lawrence.
McDonnell, Esther Mary,	Lawrence.
McKissock, Juliette Weeman,	Lowell.
McMahon, Mary Genevieve,	Lawrence.
McMaster, Margery Estelle,	Lowell.
McNabb, Anna Lillian,	Lowell.
Morrill, Hazel Fern,	Haverhill.
Murphy, Mary Margaret,	Winchester.
Murphy, Winifred Margaret,	Lawrence.
Park, Ethel Marie,	South Chelmsford.
Patterson, Sarah Frances,	Lowell.
Putnam, Mabel Frances,	Lowell.
Raymond, Austina Bryant,	Lowell.
Regan, Monica Augustine,	Lawrence.
Reid, Esther Ada,	West Chelmsford.
Reusch, Mary Veronica,	Lawrence.
Riley, Mary Ellen Genevieve,	Lawrence.
Russell, Ella Gilman,	Lowell.
Sanborn, Marion Bell,	Lowell.
Schelde, Carrie Emily,	Woburn.
Seaverns, Lillie May,	Lawrence.
Shaber, Eva,	Nashua, N. H.

Sheehy, Elizabeth Agatha,	Lawrence.
Simmons, Irene Margaret,	Bradford.
Smith, Trazie Allan,	Methuen.
Stacy, Martha Rundlett,	Haverhill.
Stewart, Bertha Marshall,	Lawrence.
Taylor, Ella Matthew,	North Andover.
Thissell, Beulah Ethel,	Lowell.
Twombly, Edith Alice,	Haverhill.
Ward, Mabel Elizabeth,	South Lawrence.
Weiss, Marguerite Veronica,	Lawrence.

Junior Class — 1911-12.

Abels, Carlotta Marie,	Lowell.
Allen, Mary Catherine,	Lawrence.
Baker, Emma May,	West Somerville.
Bradley, Hazel Dennison,	Hudson, N. H.
Buck, Hilda May,	Wilmington.
Butler, Huldah Annie,	Lawrence.
Calnan, Mary Ethel,	Lawrence.
Carey, Marion Gertrude,	Lowell.
Carter, Jessie Maud,	Wilmington.
Chase, Laura Belle,	Somerville.
Cole, Lettie Thomas,	Lowell.
Conner, Carrie Louise,	Methuen.
Cooney, Marion Estelle,	Lowell.
Corkum, Gladys Dorothy,	Billerica.
Cummings, Ida Frances,	Lowell.
DeMoulpied, Mildred Mary,	Manchester, N. H.
Des Ormeaux, Mary Lydia,	Haverhill.
Doe, Bessie Mary,	Lexington.
Donohoe, Teresa Ursula,	Lowell.
Donovan, Mary Rose,	Lawrence.
Dunbar, Eunice Martin,	Manchester, N. H.
Farrington, Gertrude Mary,	Lawrence.
Furbush, Ruth Marjorie,	Graniteville.
Gardner, Hazel Annie,	Lowell.
Gens, Rosamond,	Lawrence.
Gillick, Catherine Teresa,	Dracut.
Grossman, Mary Ernestine,	Lawrence.
Hathaway, Ruth Florence,	Lowell.

Haverty, Loyola Josephine,	Lawrence.
Hayes, Minnie Frances,	Lawrence.
Hession, Gertrude Adelaide,	Lowell.
Hogan, Helen Louise,	Lowell.
Holmes, Dora Jane,	Haverhill.
Howe, Clare Eileen,	Lowell.
Jacobs, Elizabeth,	Methuen.
Kelley, Mildred,	Methuen.
Kennedy, Elizabeth Anne,	Lawrence.
Kennedy, Gladys Renwick,	Lawrence.
Knowles, Lily Frances,	Lowell.
LeDuc, Joseph Omer,	Graniteville.
Leiper, Kate McKechnie,	Lowell.
Lennon, Mary Ethel,	Lowell.
Lesuer, Elizabeth Hammond,	Lowell.
Lofgren, Elma Wilhelmine,	Lowell.
Loupret, Gertrude Irene,	Lowell.
MacMillan, Irene Catherine,	Lawrence.
Mansfield, Helen Lucinda,	Lowell.
Masterson, Anna Josephine,	Lowell.
McCarthy, Eleanor Mary,	Lawrence.
McEneaney, Gertrude Constance,	Lawrence.
McGregor, Helen Elmira,	Lowell.
Meagan, Grace Elizabeth,	Lawrence.
Miller, Minnie Mabel,	Lawrence.
Monroe, Ada Bethana,	Lawrence.
Moynahan, Eileen,	Lowell.
Murphy, Catharine Gertrude,	Lowell.
Murphy, Mary Ellen Frances,	North Andover.
Murray, Ruby,	Bradford.
Nelson, Fannie Ida,	Haverhill.
Noyes, Gertrude Theresa,	Lowell.
O'Conner, Mary Genevieve,	Lawrence.
Orff, Ruth Esther,	Lawrence.
Page, Florence Carol,	Lowell.
Powers, Lillian Gertrude,	Lowell.
Quigley, Gertrude Marie,	North Chelmsford.
Read, Zola Alice,	Lowell.
Reardon, Theresa Veronica,	Lawrence.
Reynolds, Helen Mary,	Lowell.
Riley, Helen Frances,	Wamesit.

Riley, Mary Loyola,	Ballardvale.
Riley, Rose Helena,	Ballardvale.
Roberts, Helen Regina,	Lawrence.
Rosatto, Edwina Mary,	Lowell.
Ryan, Mary Clare,	Lawrence.
Ryan, Nora Veracunda,	Lowell.
Scott, Mary Elizabeth,	Lowell.
Shine, Agnes Margaret,	Lawrence.
Smith, Frances Ann,	North Wilmington.
Smith, Mildred Elizabeth,	Lawrence.
Sullivan, Cecilia Eleanor,	Lawrence.
Taff, Sarah Agnes,	Lowell.
Valentine, Agnes Carlyle,	Lawrence.
Wallace, Mary Frances,	Lowell.
Ward, Eva Claudine,	Woburn.
Wickens, Elsie Marion,	Lawrence.
Wood, Cecilia Borgia,	Lowell.

Special Students — 1911-12.

Barnes, Helen Wilson,	Lowell.
Dame, Mabelle Crystal,	South Chelmsford.
Dame, Rubie Lillian,	South Chelmsford.
Dearborn, Louisa Dakota,	Lowell.
Hunking, Blanche Bennett,	Lowell.
Kane, Constance Agnes,	Lawrence.
Melloon, Gladys Louisa,	Lowell.
Naylor, Gladys,	Lowell.
Smith, Grace May,	Lowell.
Snellgrove, Janetta,	Lowell.

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THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS

1913
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STATE NORMAL SCHOOL AT LOWELL.

STATE NORMAL SCHOOL

LOWELL, MASSACHUSETTS

SIXTEENTH YEAR

1913-1914

Approved by
The State Board of Publication.

State Board of Education.

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Mrs. Ella Lyman Cabot, 190 Marlborough Street, Boston,	1913
Simeon B. Chase, Fall River,	1915
Levi L. Conant, Worcester Polytechnic Institute, Worcester,	1914
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Visitor.

Paul H. Hanus.

BARTLETT TRAINING SCHOOL.

Instructors.

CYRUS A. DURGIN, PRINCIPAL,	*Psychology.*
CLARENCE M. WEED,	*Nature Study.*
JOSEPHINE W. CHUTE,	*Drawing and Practical Arts.*
MIRION H. MILNER,	*Physical Education and Hygiene.*
SARAH E. LOVELL,	*English.*
ALBERT EDMUND BROWN,	*Music and English Diction.*
CHARLOTTE M. MURKLAND,	*Supervisor of Practice.*
WILLIAM E. RILEY,	*Penmanship and Reading Methods.*
ELIZABETH M. HUMPHREY,	*Physical Education.*
BLANCHE A. CHENEY,	*History, History of Education, Civics.*
FRANCES CLARK,	*Geography and Mathematics.*
ETHEL E. KIMBALL,	*Secretary and Librarian.*

Practice Department.

Bartlett Training School, Lowell.

HERBERT D. BIXBY,	PRINCIPAL.
BELLE A. PRESCOTT,	Ninth grade.
AMY L. TUCKE,	Ninth grade.
ALICE D. SUNBURY,	Eighth grade.
SARA E. AMES,	Seventh grade.
KATHLEEN E. DRISCOLL,	Seventh grade.
BELLE F. BATCHELDER,	Sixth grade.
MARIA W. ROBERTS,	Fifth grade.
KATHERINE FARLEY,	Fifth grade.
A. GERTRUDE STILES,	Fourth grade.
IVAH M. CONNELL,	Fourth grade.
BRIDGET K. SMITH,	Third grade.
BERTHA M. SHERBURNE,	Second grade.
ELEANOR J. LE LACHEUR,	Second grade.
ESSIE E. ROCHE,	First grade.
E. BELLE PERHAM,	First grade.
HELEN W. NOYES,	Principal of kindergarten.
EDITH A. ANDREWS,	Assistant.

New Moody Street Training School, Lowell.

Addie B. Merrill,	Third grade.
Grace C. Delaney,	Third grade.
Anna I. Cassidy,	Second grade.
Mary E. Snow,	First grade.
Maude M. Hardy,	First grade.

Lexington Avenue Training School, Lowell.

CARRIE M. HART,	Teacher.

North Tewksbury Training School.

—— ——	Teacher.

The School Calendar.

1913.

Graduation.
Tuesday, June 17.

First Entrance Examinations.
June 19 and 20.

Midsummer Vacation.

Second Entrance Examinations.[1]
September 2 and 3.

School Year Begins.
Thursday, September 4.

Thanksgiving Recess.
November 27 and November 28.

Christmas Recess.
December 20 to January 5.

1914.

First term ends	Friday, January 23.
Second term begins	Monday, January 26.

Spring Recess.
April 3 to April 13.

Patriot's Day.
April 19.

Memorial Day.
May 30.

Graduation.
June 16.

First Entrance Examinations.
June 18 and 19.

Midsummer Vacation.

Second Entrance Examinations.
September 8 and 9.

School begins September 10.

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[1] See page 15.

Alumni Association.

Grace M. Garvey '08,	*President.*
Julia M. Driscoll '09,	*Vice-President.*
Mabel E. Haggerty '11,	*Secretary.*
J. Ernest Barr '99,	*Treasurer.*

Executive Committee.

Class of '99.

Ruth Fisher. Katherine M. Jantzen.

Class of '00.

Esther Downing. Helen Swain.

Class of '01.

—— —— Frances Dalrymple.

Class of '02.

Bessie Cunliffe. Maud West.

Class of '03.

Esther M. Greene. Alice E. Ramsay.

Class of '04.

Christine Kane. Anna McKissock.

Class of '05.

Blanche Marshall. Helen Clarke.

Class of '06.

Carrie Brown. Nellie F. Lynch.

Class of '07.

Evie M. Staples. —— ——

Class of '08.

Grace Common. Laura L. Greene.

Class of '09.

A. Gertrude Gray. Ruth Crowell.

Class of '10.

Rose C. Geary. Helen M. Jeffrey.

Class of '11.

Angelica C. Tewksbury. Gertrude T. Keyes.

Class of '12.

Ethel M. Chalifoux. Ruby C. Hull.

State Normal School at Lowell.

Circular of Information.

The Lowell Normal School was established by an act of Legislature approved Jan. 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils Oct. 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance of the Boston & Maine station.

Architecture.

The building itself was planned with special thought of every convenience, and attracts attention as a model structure of its kind. It is constructed of buff mottled brick, with trimmings of Indiana limestone. It has three stories and a basement, and is one hundred and seventy-eight feet in length, with a depth of seventy-four feet. The entrance consists of a portico which is faced with marble, and the ceiling vaulted. The front and rear steps, buttresses and base course are of Conway granite, and moulded brick is used over the windows.

The basement contains the two manual training workshops, the lunch room, toilet rooms, boiler and engine rooms.

The first floor contains a corridor twelve feet wide, extending from stairway to stairway. The staircases at the ends are constructed of iron. On this story are the principal's room, teachers' assembling room, cloak rooms, four recitation rooms, with adjoining private rooms for the teachers.

The second floor contains the main hall, sixty by sixty-five feet, with four large recitation rooms similarly arranged with private rooms between them.

On the third floor are the laboratories for physics and school gardening, a lecture room, the large gymnasium, thirty-three by sixty-five feet, and a drawing room equally as large, with northern light.

All rooms and corridors are finished with quartered oak. Heating and ventilation are accomplished by a combination known as the fan and gravity system. Each recitation room is supplied with not less than thirty-five cubic feet of fresh air per minute for each pupil, and an equal amount of foul air is withdrawn at the same rate. The rooms in the basement are plastered with Keene cement; all others with adamant.

Aim and Purpose of the School.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal School, as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

Requirements for Admission.

I. Candidates for admission to a Massachusetts State normal school must have attained the age of seventeen years, if young men, and sixteen years, if young women (for admission to the Household Arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Board of Education may require.

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, offer by examination or certificate

satisfactory evidence of preparation in the following subjects for a total of 14 units. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1)	English literature and composition,	3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2)	Algebra,	1 unit.
(3)	Geometry,	1 unit.
(4)	History,	1 or 2 units.
(5)	Latin,	2 to 4 units.
(6)	French,	2 or 3 units.
(7)	German,	2 or 3 units.
(8)	Drawing,[1]	1 unit.
(9)	Physics,	1 unit.
(10)	Chemistry,	1 unit.
(11)	Biology, botany or zoölogy,[1]	1 unit.
(12)	Physical geography,[1]	1 unit.
(13)	Physiology and hygiene,[1]	1 unit.
(14)	Stenography,	1 or 2 units.
(15)	Domestic science or manual training,	1 unit.
(16)	Commercial geography,[1]	1 unit.
(17)	Arithmetic,[1]	1 unit.
(18)	Bookkeeping,	1 unit.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

For admission to the Massachusetts Normal Art School, a special examination in drawing will be required, in addition to the above.

C. *Additional Subjects.* — At least 4 units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for

[1] Half units in these subjects will also be accepted.

which credit is secured by examination or certification, may count towards these 4 units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination unless he secures by examination or certification a total of at least 5 of the 10 units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any subjects under "A" and "B" in which the applicant has a record of B, or 80 per cent., in the last year in which such subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B." In addition to units granted by certification candidates must present credentials for subjects under "C."

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII. *Admission to Special Courses.* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

Examination Dates.

The admission examinations are held at the several normal school buildings in accordance with the following schedule: —

1913. — Thursday and Friday, June 19 and 20; Tuesday and Wednesday, September 2 and 3.

1914. — Thursday and Friday, June 18 and 19; Tuesday and Wednesday, September 8 and 9.

Schedule of Examinations.

Thursday, June 19, and Tuesday, September 2, 1913.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Geometry.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	History.	4.00–5.00.	Domestic science or manual training.
11.30–12.30.	Algebra.		

Friday, June 20, and Wednesday, September 3, 1913.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Chemistry, physics.
8.30– 9.30.	Drawing, stenography.	2.30–3.30.	Physiology, bookkeeping.
9.30–11.00.	French, German.	3.30–4.30.	Biology, botany, zoölogy.
11.00–12.00.	Physical geography, commercial geography.		

Times of Admission.

New classes will be admitted at the beginning of the fall term only. The studies of the course are arranged progressively from that time; it is important, therefore, that students shall present

themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

Expenses.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of twenty-five dollars for each half year.

Text-books and supplies are free, as in the public schools.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

Elementary Course of Study.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects and of the principles and methods of teaching them: —

(*a*) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(*b*) Mathematics, — arithmetic.

(*c*) History, — history and civil polity of the United States and of Massachusetts.

(*d*) Science, — gardening, geography, physiology and hygiene.

(*e*) Drawing, vocal music, physical training, hygiene, manual training and penmanship.

II. (*a*) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(*b*) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satis-

factory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

English.

There is no student of English who does not gain from his work the power of self-expression, a keener appreciation of nature, a quickening of the imagination, a deeper insight into human life and a broader outlook upon the world around him. The course in English offers not only this most necessary cultural education, but it also aims to teach the student where to find in literature the necessary material for the child's development, and to offer practical methods for presenting this material to the child.

The work throughout the two years is a correlation of language, composition and literature. The language work begins with "the word," — its history, the use of the dictionary, word-building and pronunciation; the composition work at this time includes papers on the language work and its connection with the early history of England.

The language course for the first year offers a careful drill in the essentials of grammar, and a practical study of those laws of composition and rhetoric which will enable the student to gain a new appreciation of the masters of English style and a renewed desire to imitate these ideals. In the literature work of this year the students must gain from masterpieces of English literature not only a thorough knowledge of their contents, but the power to reveal these treasures to others. This necessitates a knowledge of the author and some acquaintance with his period in literature.

In the second year, besides the advanced composition and methods of teaching, the course seeks to give the students a thorough introduction to child literature. This means a careful study of classic myths, Greek, Norse, and Teutonic, a review of the Arthurian legends, Esop's fables and modern fairy tales. The student must also become acquainted with books dealing with the outdoor world, especially with animal life, and must study and present to the class from a teacher's point of view suggested poems for all grades.

Mathematics.

The end in view is to prepare teachers for the work in arithmetic in the elementary schools; this purpose is kept constantly in mind.

During the junior year the work is largely along the lines of primary and middle grade arithmetic, constant effort being made to secure class room proficiency for students who are to practice during the following year; the closest attention is given to the reasons in arithmetical processes, in order to enable the teacher to substitute her method for stereotyped rules. There is much work at the blackboards by the class as a whole, for the purpose of encouraging work in the open.

Regular text-books are used, and emphasis is placed upon well-arranged and precise written work.

During the senior year the course of study in arithmetic is thoroughly reviewed and discussed. Work of the upper grades is reviewed, largely for the purpose of clearing up difficulties for prospective teachers which were never overcome by them as pupils in the elementary or high schools.

So much time is devoted to algebra as will permit of a review and discussion of definitions and notation, simple equations, fractions, and the method of attacking problems; but these matters are taken up solely for the preparation of teachers of arithmetic.

Definitions and a brief list of fundamental theorems in geometry are covered, but merely with a view to the proper teaching of subjects found in the arithmetic course in elementary schools.

History and Civics.

Purpose. — The general aim in this course is to prepare students to teach history and elementary civics in the first six grades of the public schools in such a way as to produce high civic ideals, and to develop the spirit of social service among the pupils through the inspiration of the teacher's own love for her subject.

History. — A brief survey of world history provides a setting for an intensive study of American history, which emphasizes those social, industrial and political conditions of the past which are essential to a right interpretation of the present.

The importance of local history is brought out by teaching the

history of Lowell as a type study. With that material as a model, each student works up a detailed history of her own town or city, to be used later as a foundation for work in civics.

Civics. — Through a study of the local community and a comparison of it with other communities the student gains knowledge and understanding of the fundamental principles of community life which will enable the future teacher to train pupils to become intelligent, upright and efficient members of society. The study of municipal government is followed by a course in State and national government.

History of Education. — This subject is taken as a necessary part of the future teacher's professional equipment. Emphasis is put on modern education and on education in the United States. Boone says, "The right acquaintance with the best that has been thought and said touching one's profession is a liberal professional education."

Method. — Topical outlines, lesson plans and teaching lessons are prepared and presented for practice in the "story" of the primary grades and in the "open-book" method of the higher grades. Lists of reference books are given for the personal use of the future teacher; also, lists of books for the teacher to give to the pupils to stimulate in them a love for history. For illustrative material, use is made of good literature, "sources," reference books, magazines, newspapers, maps, blackboard sketches, pictures and games; constructive work of various kinds is prepared; in short, the students begin to make collections of such historical materials as are available for use in their own classes. To make the work as vital as possible occasional trips are taken to view historic places and to observe the actual workings of government, *e.g.*, the town meeting.

Gardening and Nature Study.

The course in gardening and nature study covers five periods a week during the junior year. Practical gardening operations are carried on throughout the course, the pupils planting seeds, bulbs and cuttings of many different kinds, and growing them to flower and fruit. These garden experiences are made the basis of much drawing upon paper and blackboard, and of many language lessons, both oral and written. Each pupil has an indoor garden and

an outdoor garden for her individual use, and assists also in the planting and care of the general gardens.

In addition to the practical garden knowledge thus acquired, the pupils learn much of the botany and chemistry of plant growth.

Considerable attention is given to leading the pupils to a workable knowledge of the trees, birds, wild flowers and other living things. The point of view is that of use in the grades, though considerable technical knowledge is acquired incidentally. Opportunities for expression through language and drawings are given throughout the course.

The school is rapidly developing special collections of the trees, shrubs and perennial flowers which may be used to best advantage in school work and for general planting.

Geography.

The aim in this course is to fit students for work in the first six grades. Practice is given in making plans and presenting work adapted to the several grades, and collections of objective material begun which will be useful later in work with children, such as maps, diagrams, models and pictures.

The neighborhood accessible is an interesting type of river valley, from which can be worked out problems connected with river study, and which will serve as a basis of comparison with other river valleys of the world.

Lowell as an industrial center also offers a good field in which to work out problems connected with the transportation of raw and manufactured products, and questions involved in the development of such a city.

A study is made of physiographic processes and climate conditions and their effects upon the economic development of a country. The principal industries of the United States are studied as types, these forming a basis for comparison with other regions of the world. Methods of using the material found in school text-books are discussed. The open-book method is used in the preparation of new work.

The endeavor is to have the student deal with real things as far as possible by means of daily weather records, by drawing conclusions from facts observed, by field lessons, by practical experiments and by daily discussions of current events.

Drawing.

The course in drawing aims to acquaint the student with the subjects that are taken up in the public schools, and to enlarge æsthetic feeling and appreciation.

The principles underlying freehand drawing are carefully studied and carried out with pencil, colored crayon, water color or in blackboard drawings. These are applied, too, in illustrative sketches.

Design is studied not only for its underlying principles and historic foundation, but also that it may be applied satisfactorily in book covers, tooled leather, metal, stencils and embroidery.

Color scales to show hue, value and intensity are made; color analysis and harmony are considered whenever possible in carrying out designs, in talks on house furnishings and dress and in landscape compositions. Picture study is taken up also in connection with composition and color.

Five-minute sketches are required at frequent intervals, that a constant quick review may be carried on.

The students follow the work in drawing during their practice period, working with the regular and special teachers and conducting lessons themselves.

Psychology.

This course aims to equip the student with the elementary principles of teaching, the fundamental psychological processes which have to do with learning receiving special attention.

While the work tends to increase and to broaden the student's knowledge of general psychology, the point kept constantly in mind is the professional aspect of the subject.

Considerable time is given to the central nervous system, showing the physiological basis of mental activity. Attention, perception, conception, memory, imagination and habit are discussed with special reference to their development in children. Feeling and emotions, volitions, and temperament, in its relation to teacher and pupil, also receive attention.

In the training school, classes of children taught by skilled instructors are observed by the students. These observation lessons illustrate, in practical teaching, the specific principles taught in

the theory classes, and give an excellent foundation for the practice work which follows.

While several texts are in constant use, more time is given to illustration by the students, from their own experience, of elementary facts of educational psychology, than to the usual class room recitation. Four periods a week during the senior year are devoted to this course.

Physical Education.

In this department the work is two-fold, — to develop physical strength, health and endurance in the student, and to prepare her with a great variety of exercises, that she may be able to interest all classes of children and meet the varying needs of each individual pupil. The work is varied: it consists of the study of the principles of the Swedish system of gymnastics and the practical work in the gymnasium covering the following subjects, — free movements, general developing exercises, gymnastic games for the schoolroom and the playground, story plays, drills and folk-lore dances. Outdoor work on the school campus, tennis, etc., are also part of the course. During the senior year the students conduct gymnastic exercises as practice in teaching.

Hygiene.

The purpose of this course is to give the students such a knowledge of the main facts concerning the human body and the laws by which it lives as will enable them to preserve health and to promote working efficiency. During the junior year much time is necessary for individual work, — to be devoted to physical examination and individual instruction in personal hygiene. Every student is required to report at the beginning of the term to the instructor in charge of the department. Students are taught to consider the physical welfare of the school child by study of lighting, heating, ventilation, school furniture, etc. All materials and methods are adapted for future work in first six grades.

GAMES AND FOLK-DANCING BY CHILDREN OF TRAINING SCHOOL.

Music.

Music ranks as the highest of the fine arts, as the one which, more than any other, ministers to human welfare. — *Spencer.*

Music is at once a language, a science and an art. As a language of the emotions, music has a powerful influence upon susceptible childhood; as an art it is manifested in the skillful and intelligent rendering by the children of a beautiful song; the science of music appropriate to the early grades is concerned only with sight singing. The child is aroused to musical activity by the appeal of the language of music; by applying the elementary science he learns to sing at sight, through a knowledge of rendering he learns to interpret musical meaning, and thus to reproduce in turn the language of music. The object of music in public education is to develop in the child: —

A love for good music. A musical and expressive voice, within the limits imposed by nature, and a good physique as a result of correct singing.

The ability to sing songs at sight and render them understandingly.

The Course.

The course in music is intended to equip students with a thorough working knowledge of music and methods as applied to public education, so that they may co-operate intelligently with supervisors, or successfully conduct the work in music in schools where there is no supervisor.

The essentials upon which the course is based are: —

(*a*) *Musical Conceptions.* — Through a knowledge of good melody and its essentials.

The folk-song, all nationalities; the ballad.

The art song, the comic opera, the grand opera, the oratorio, and kindred forms, the instrumental shorter forms, the sonata and symphony.

(*b*) *Voice Training.* — The essentials of good tone quality.

Breathing, the direction of the tone, the open throat.

Pronunciation and enunciation.

The registers.

The boy's changing voice.

(*c*) *Sight Singing.* — A thorough knowledge of the intervals.
Classification of intervals.
All keys and key signatures, major and minor.
Of all chromatic tones, of the characters used to represent them.
All the principles of time.
Measure formations.
The elements of form.

Penmanship.

This subject is studied by the project method. The students are trained, first, to write a good business hand at a commercial rate of speed; and, second, to teach the children in the grades to write a good business hand.

We submit a sample of the writing of a pupil when she entered the school and another at the end of her junior year. These we consider fair samples.

Elizabeth Jacobs.

He's here in double trust:
First as I am his kinsman and his subject,
Strong both against the deed. Then, as his host

Elizabeth Jacobs Lowell Normal School.

It is not so much the amount of practice, as the kind of practice that counts. It is the constant effort to acquire precision that leads to success in writing.

NOTE. — The Palmer Method is used as the basis for this work.

Special Courses for Training of Supervisors and Departmental Teachers of Music.

The State Normal School at Lowell is interested in the development of art in music in America through the teaching and the application of the essential principles of music in the public schools.

The department of music offers complete courses for the training of supervisors and departmental teachers of music. These courses cover the work of the secondary and high schools, and will teach those branches required for the supervision of music in public education.

The full course can be completed in one year or more, according to the ability of the student.

The courses are open to graduates of colleges and normal schools, and to such other persons, teachers of experience, as have a sufficient knowledge of the subject-matter of music. Grade teachers of experience may enroll for departmental teaching of music upon passing the entrance requirements under elementary, and may pursue such other subjects as may seem best.

In connection with the work in music, students who are preparing for supervision or departmental teaching will be required to combine with certain other subjects which are necessary to the equipment of a successful teacher of music in the public schools, viz., psychology, the history of education, English lyrics and poems for children.

The extensive training facilities connected with the State Normal School will be at the disposal of students taking these courses. Students upon the completion of the course for supervisors are thoroughly equipped as teachers of music in the elementary and secondary schools.

The course for supervisors is in two divisions, elementary and secondary, each including those branches required in supervision and teaching music in elementary and secondary schools. The courses are as follows: —

Elementary. — (*a*) Music fundamentals and sight singing. (*b*) The aims, methods and courses of study as applied to the elementary schools. Practice teaching and observation. (*c*) The child voice, its conservation and development.

Secondary. — (*a*) Harmony. (*b*) Music appreciation. (*c*) Chorus conducting.

Elementary.

(*a*) Intervals, general and specific; scale structure, major and minor; common Italian terms for expression and tempo; keys and key signatures, major and minor; chromatic tones and all the characters used to represent them; all the principles of time in music, note denominations, rests, measure formations, proper groupings of notes and rhythm; the elements of musical form; the writing of melodies as the setting of a single stanza.

Sight Singing. — The ability to sing at sight music of the grade of difficulty of a Dykes, Sullivan or Stainer hymn tune; to read at sight with words music of the same degree of difficulty; to read at sight a short exercise in any key in any kind of time.

(*b*) Knowledge of the aims of music in public education and of the system of teaching as applied to the elementary schools; of a detailed course of study grade by grade; of all the methods of teaching the principles of tune, time and notation complete; of teaching reading with words; of the best use of all material, as text-books, etc.; the value and method of teaching rote songs; the individual system of teaching music; how to conduct teachers' meetings; a complete equipment for supervising music in the elementary schools.

Observation and Practice Teaching. — A working knowledge of all of the foregoing; a demonstration of its methods, satisfactory teaching ability, good personality; ability to conduct and control the class, the opportunity being given for this during the practice period.

(*c*) *The Child Voice.* — The fundamental principles of tone production, breath support, tone direction, the open throat; resonance and articulation, enunciation, pronunciation and diction; a knowledge of the proper methods for developing the child voice in individual or class instruction.

Secondary.

(*a*) *Harmony.* — Intervals, general and specific; scale structure, major and minor; triads, common chords and their inversions; the dominant seventh chord, its preparation and resolution; secondary seventh chords, modulation.

(*b*) *Music Appreciation.* — A knowledge of the lives and works of the principal classic and romantic composers; a knowledge of all musical forms, viz., good melody and its essentials; the folk song, all nationalities; the ballad; the art song, the comic opera, the grand opera, the oratorio and kindred forms; the instrumental shorter forms; the sonata and symphony.

A theoretical knowledge of the common orchestral instruments; the ability to recognize certain compositions from characteristic portions played.

(*c*) *Conducting.* — The general principles of conducting; precision of attack, phrasing, shading, etc.; the technique of expression and interpretation.

The course of study of principles as taught at the State Normal School may be applied to any series of text-books.

Further information may be had by addressing Albert Edmund Brown, the Department of Music, State Normal School, Lowell, Mass.

Three Years' Course.

This course will consist of the regular two years' course and one year's practice teaching in rural schools of Massachusetts.

Students taking this course will receive compensation while they are at work in these rural schools.

Special Courses for Teachers.

Teachers of several years' successful experience, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course of study, and when such course is successfully completed they shall receive certificates for the same.

Special Course for College Graduates.

Graduates of colleges and universities, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the above curriculum of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Teachers of successful experience, who bring satisfactory testimonials, may also receive a certificate under similar conditions.

Schools of Observation and Practice.

The Bartlett School is on Wannalancit Street, Lowell, and may be reached by two lines of electrics, — the Broadway and the Pawtucket Street.

Section I. of the agreement made by the State with the city of Lowell reads as follows: —

The city of Lowell agrees: 1. To the use of the Bartlett School by the normal school as a school of observation and practice, and the use of such other schools as may be needed for additional practice schools.

The building occupied by the Bartlett School is described in the report of the school committee as follows: —

The new Bartlett School building is not only the largest, but, as might be expected of the newest, is the finest of our grammar school buildings. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the street for the first and two spacious stairways for the second. The upper floor is occupied by a handsome and well-lighted hall, capable of seating twelve hundred persons, with smaller rooms at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, store rooms for books, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

In the fall of 1910 six primary rooms were taken on for practice in the New Moody Street School in Lowell, thus giving much-needed opportunity for training in primary grades.

At the same time the Lexington Avenue School was taken into the training school system. This school, while within the city limits, is, strictly speaking, an ungraded school.

There is also in the town of North Tewksbury an ungraded school used for observation and practice.

Thus it will be seen that the practice facilities of the State Normal School at Lowell cover nearly all features of grade school work which the normal graduate may meet after taking up her work.

Special emphasis is placed upon this side of the normal school work. The conditions met by the pupil-teacher in her practice work are those of a regular public school, both in instruction and in discipline.

General Information.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents, to investigate its methods, attend classes, or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

Students.

Senior Class — 1912-13.

Abels, Carlotta Marie,	Lowell.
Baker, Emma May,	West Somerville.
Bradley, Hazel Dennison,	Hudson, N. H.
Buck, Hilda May,	Wilmington.
Butler, Huldah Annie,	Lawrence.
Calnan, Mary Ethel,	Lawrence.
Carey, Marion Gertrude,	Lowell.
Carter, Jessie Maud,	Wilmington.
Chase, Laura Belle,	Somerville.
Cole, Lettie Thomas,	Lowell.
Conner, Carrie Louise,	Methuen.
Cooney, Marion Estelle,	Lowell.
DeMoulpied, Mildred Mary,	Manchester, N. H.
Des Ormeaux, Mary Lydia,	Haverhill.
Doe, Bessie Mary,	Lexington.
Donovan, Mary Rose,	Lawrence.
Farrington, Gertrude Mary,	Lawrence.
Furbush, Ruth Marjorie,	Graniteville.
Gardner, Hazel Annie,	Lowell.
Gillick, Catherine Teresa,	Dracut.
Grossman, Mary Ernestine,	Lawrence.
Hathaway, Ruth Florence,	Lowell.
Hayes, Minnie Frances,	Lawrence.
Hession, Gertrude Adelaide,	Lowell.
Hogan, Helen Louise,	Lowell.
Holmes, Dora Jane,	Haverhill.
Howe, Clare Eileen,	Lowell.
Jacobs, Elizabeth,	Methuen.
Kelley, Mildred,	Methuen.
Kennedy, Elizabeth Anne,	Lawrence.
Kennedy, Gladys Renwick,	Lawrence.
LeDuc, Joseph Omer,	Graniteville.

Lennon, Mary Ethel,	Lowell.
Lofgren, Elma Wilhelmine,	Lowell.
MacMillan, Irene Catherine,	Lawrence.
Mansfield, Helen Lucinda,	Lowell.
Masterson, Anna Josephine,	Lowell.
McCarthy, Eleanor Mary,	Lawrence.
McEneaney, Gertrude Constance,	Lawrence.
McGregor, Helen Elmira,	Lowell.
Meagan, Grace Elizabeth,	Lawrence.
Miller, Minnie Mabel,	Lawrence.
Monroe, Ada Bethana,	Lawrence.
Moynahan, Eileen,	Lowell.
Murphy, Catharine Gertrude,	Lowell.
Murphy, Mary Ellen Frances,	North Andover.
Murray, Ruby,	Bradford.
Nelson, Fannie Ida,	Haverhill.
Noyes, Gertrude Theresa,	Lowell.
Orff, Ruth Esther,	Lawrence.
Page, Florence Carol,	Lowell.
Powers, Lillian Gertrude,	Lowell.
Quigley, Gertrude Marie,	North Chelmsford.
Read, Zola Alice,	Lowell.
Reynolds, Helen Mary,	Lowell.
Riley, Helen Frances,	Wamesit.
Riley, Mary Loyola,	Ballardvale.
Riley, Rose Helena,	Ballardvale.
Roberts, Helen Regina,	Lawrence.
Rosatto, Edwina Mary,	Lowell.
Ryan, Mary Clare,	Lawrence.
Ryan, Nora Veracunda,	Lowell.
Scott, Mary Elizabeth,	Lowell.
Shine, Agnes Margaret,	Lawrence.
Smith, Frances Ann,	North Wilmington.
Smith, Mildred Elizabeth,	Lawrence.
Sullivan, Cecilia Eleanor,	Lawrence.
Taff, Sarah Agnes,	Lowell.
Valentine, Agnes Carlyle,	Lawrence.
Wallace, Mary Frances,	Lowell.
Ward, Eva Claudine,	Woburn.
Wickens, Elsie Marion,	Lawrence.
Wood, Cecilia Borgia,	Lowell.

Junior Class — 1912-13.

Atwood, Edith Josephine,	Lowell.
Barrett, Mary Winifred,	Lawrence.
Batson, Mary Agnes,	North Andover.
Beals, Bernice May,	Lawrence.
Biery, Helen Margaret,	Lawrence.
Boutelle, Cora May,	Woburn.
Boyle, Martina Lucille,	Dracut.
Braley, Anna Eliza,	Lowell.
Cooper, Ethel Marie,	Cambridge.
Cotter, Mary Louise,	Lawrence.
Cranshaw, Bertha May,	Lawrence.
Crowell, Ruth,	Haverhill.
Cullinan, Rose Frances,	Lowell.
Cummings, Ida Frances,	Lowell.
Daly, Margaret Irene,	Lawrence.
Dearborn, Anna Isabelle,	Burlington.
Dooley, Helena Frances,	North Andover.
Dowd, Julia Etta,	North Andover.
Earle, Sarah Madeline,	Billerica.
Fetridge, Muriel Ella Esther,	Woburn.
Flagg, Dorothy Gardner,	Woburn.
Flynn, Mary Bertha,	Haverhill.
Flynn, Nettie Mary,	Lowell.
Folan, Mary Eleanor,	Woburn.
Frawley, Jennie Teresa,	Lowell.
Gustin, Marion,	Winchester.
Hickey, Helen Elizabeth,	Lowell.
Hilton, Catherine Marie,	Lawrence.
Johnston, Jane Thecla,	Lowell.
Kearns, Margaret Eloise,	Woburn.
Keefe, Mary Teresa,	Lawrence.
Ketchen, Emma Butler,	East Billerica.
Keyes, Annabelle Veronica,	Lowell.
Kivlan, Martha Louise,	Lowell.
Knowles, Lily Francis Farleigh,	Lowell.
Knowlton, Hazel Ruth,	Chelmsford.
Leighton, Ethel,	Haverhill.
Lew, Teresa Garland,	Lowell.
Locke, Clara Louise,	Lawrence.

Loupret, Gertrude Irene,	Lowell.
Markey, Isabel Frances,	Lowell.
McCarthy, Grace Mary,	Haverhill.
McDermott, Teresa Mary,	Lowell.
McGill, Esther Terena,	Lawrence.
McLaughlin, Margaret Mary,	Cambridge.
McLoon, Alice Angie,	Tyngsborough.
McMahon, Catherine Teresa,	Lawrence.
McMahon, Winifred Teresa,	North Wilmington.
McMaster, Marion Ella,	Lowell.
McQuesten, Alberta Mead,	Lowell.
Moeser, Elizabeth Alvina,	Lawrence.
Moody, Dorothy Winifred,	Methuen.
Murray, Mildred Agnes,	Woburn.
O'Conner, Mary Genevieve,	Lawrence.
O'Donnell, Katherine Marie,	Lowell.
O'Donnell, Katherine Mary,	Lowell.
O'Neill, Mary Teresa,	Lowell.
Pool, Inez Helena,	Haverhill.
Pratt, Esther Cordelia,	West Medford.
Reardon, Teresa Mary,	Lawrence.
Roesner, Caroline Ida,	Lawrence.
Seed, Irene Mary,	Lawrence.
Sharkey, Margaret Genevieve,	Lawrence.
Shea, Mary Beatrice,	Lowell.
Southard, Natalie Turner,	Manchester, N. H.
Spaulding, Nellie Edna,	Lowell.
Sullivan, Anna Teresa,	Lawrence.
Sullivan, Margaret Beatrice,	Westford.
Sutherland, Etta Lillian,	Westford.
Taylor, Ruth Winifred,	North Andover.
Webster, Marion Ella,	Bradford.
Weinbeck, Gertrude,	Lowell.
Williams, Hilda May,	Haverhill.
Woodman, Lilian Scott,	Bradford.

Special Students.

Bell, Elvena Louise,	Lowell.
Finegan, Florence Gertrude,	Lowell.
Fremmer, Mabel Frances,	Lawrence.
Haskell, Jessie Pearl,	Lynn.
Horne, Beatrice,	Lowell.
Meyer, Pauline Augusta,	Lawrence.
Russell, Ella Gilman,	Lowell.

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LOWELL, MASSACHUSETTS

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STATE NORMAL SCHOOL

LOWELL, MASSACHUSETTS

SEVENTEENTH YEAR

1914-1915

Approved by
The State Board of Publication.

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State Board of Education.

	TERM EXPIRES
Frederick P. Fish, Chairman, 84 State Street, Boston,	1916
Miss Sarah Louise Arnold, 9 Crescent Avenue, Newton Center,	1915
Mrs. Ella Lyman Cabot, 190 Marlborough Street, Boston,	1916
Simeon B. Chase, Fall River,	1915
Levi L. Conant, Worcester Polytechnic Institute, Worcester,	1914
Thomas B. Fitzpatrick, 104 Kingston Street, Boston,	1914
Frederick W. Hamilton, Tufts College, Tufts College P. O.,	1916
Paul H. Hanus, Harvard University, Cambridge,	1914
Clinton Q. Richmond, North Adams,	1915

Commissioner of Education.

David Snedden, . Room 500, Ford Building, 15 Ashburton Place, Boston.

Deputy Commissioner.

William Orr, ... Room 500, Ford Building, Boston.

Agents.

Frank G. Wadsworth.
Charles R. Allen, ... Room 509, Ford Building, Boston.
Rufus W. Stimson, ... Room 702, Ford Building, Boston.
Edward C. Baldwin (Business), . . Room 500, Ford Building, Boston.
Walter I. Hamilton, ... Ford Building, Boston.
Clarence D. Kingsley, ... Ford Building, Boston.
Eva W. White, ... Ford Building, Boston.
Nellie W. Wilkins, ... Everett.

Visitor.

Paul H. Hanus.

Instructors.

CYRUS A. DURGIN, Principal,	*Psychology.*
Clarence M. Weed,	*Nature Study and School Gardening.*
Josephine W. Chute,	*Drawing and Practical Arts.*
Mirion H. Milner,	*Physical Education and Hygiene.*
Sarah E. Lovell,	*English.*
Albert Edmund Brown,	*Music and English Diction.*
Charlotte M. Murkland,	*Supervisor of Practice.*
William E. Riley,	*Penmanship and Reading Methods.* *Supervision of Practice in Rural Schools.*
Elizabeth M. Humphrey,	*Physical Education.*
Blanche A. Cheney,	*History, History of Education, Civics.*
Frances Clark,	*Geography and Mathematics.*
Ethel E. Kimball,	*Secretary and Librarian.*

Practice Department.

Bartlett Training School, Lowell.

HERBERT D. BIXBY,	Principal.
Belle A. Prescott,	Ninth grade.
Amy L. Tucke,	Ninth grade.
Alice D. Sunbury,	Eighth grade.
Sara E. Ames,	Seventh grade.
Kathleen E. Driscoll,	Seventh grade.
Belle F. Batchelder,	Sixth grade.
Maria W. Roberts,	Fifth grade.
Katherine Farley,	Fifth grade.
A. Gertrude Stiles,	Fourth grade.
Ivah M. Connell,	Fourth grade.
E. Belle Perham,	Fourth grade.
Bridget K. Smith,	Third grade.
Bertha M. Sherburne,	Second grade.
Eleanor J. Le Lacheur,	Second grade.
Essie E. Roche,	First grade.
Mary E. Snow,	First grade.
Helen W. Noyes,	Principal of kindergarten.
Edith A. Andrews,	Assistant.

New Moody Street Training School, Lowell.

Addie B. Merrill,	Third grade.
Grace C. Delaney,	Third grade.
Anna I. Cassidy,	Second grade.
Maude M. Hardy,	First grade.

Lexington Avenue Training School, Lowell.

CARRIE M. HART,	Teacher.

North Tewksbury Training School.

KATHLEEN MARSH,	Teacher.

South Tewksbury Training School.

A. PHOEBE WALKER,	Teacher.

South Chelmsford Training School.

RUTH D. CRAWFORD,	Teacher.
MABEL P. HAGGERTY,	Teacher.

The School Calendar.

1914.

Graduation.
Tuesday, June 16.

First Entrance Examinations.[1]
June 18 and 19.

Midsummer Vacation.

Second Entrance Examinations.[1]
September 8 and 9.

School Year Begins.
Thursday, September 10.

Thanksgiving Recess.
November 26 and November 27.

Christmas Recess.
December 19 to January 4.

1915.

First term ends	Friday, January 22.
Second term begins	Monday, January 25.

Spring Recess.
April 2 to April 12.

Patriot's Day.
April 19.

Memorial Day.
May 30.

Graduation.
June 22.

First Entrance Examinations.
June 24 and 25.

Midsummer Vacation.

Second Entrance Examinations.
September 7 and 8.

School begins September 9.

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[1] See page 15.

Alumni Association.

Margaret Shinkwin, '09,	*President.*
Alice O'Connor, '05,	*Vice-President.*
Regina Frappier, '10,	*Secretary.*
Ruth D. Crawford, '11,	*Treasurer.*

Executive Committee.

Class of '99.	
Ethel E. Kimball.	Mary Thomas Sullivan.
Class of '00.	
Mary E. Corkhill.	Margaret Jamieson.
Class of '01.	
Bertha M. Sherburne.	Minnie Parker Ashworth.
Class of '02.	
—— ——	—— ——
Class of '03.	
Elizabeth Seede.	Carrie Downey.
Class of '04.	
Anna Johnson.	Emma Holt Marshall.
Class of '05.	
Alice Leonard Gorman.	—— ——
Class of '06.	
—— ——	—— ——
Class of '07.	
Katherine Tracy.	Charlotte Low.
Class of '08.	
Mary Garvey.	Alice Cochrane.
Class of '09.	
Alice G. McGilly.	Martha Roark.
Class of '10.	
Eileen T. Morin.	Elizabeth H. Elliott.
Class of '11.	
Mary Reardon.	Agnes Phelps.
Class of '12.	
—— ——	—— ——
Class of '13.	
Gertrude Quigley.	Mary Lennon.

State Normal School at Lowell.

Circular of Information.

The Lowell Normal School was established by an act of Legislature approved Jan. 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils Oct. 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance of the Boston & Maine station.

Architecture.

The building itself was planned with special thought of every convenience, and attracts attention as a model structure of its kind. It is constructed of buff mottled brick, with trimmings of Indiana limestone. It has three stories and a basement, and is one hundred and seventy-eight feet in length, with a depth of seventy-four feet. The entrance consists of a portico which is faced with marble, and the ceiling vaulted. The front and rear steps, buttresses and base course are of Conway granite, and moulded brick is used over the windows.

The basement contains the two manual training workshops, the lunch room, toilet rooms, boiler and engine rooms.

The first floor contains a corridor twelve feet wide, extending from stairway to stairway. The staircases at the ends are constructed of iron. On this story are the principal's room, teachers' assembling room, cloak rooms, four recitation rooms, with adjoining private rooms for the teachers.

The second floor contains the main hall, sixty by sixty-five feet, with four large recitation rooms similarly arranged with private rooms between them.

On the third floor are the laboratories for physics and school gardening, a lecture room, the large gymnasium, thirty-three by sixty-five feet, and a drawing room equally as large, with northern light.

All rooms and corridors are finished with quartered oak. Heating and ventilation are accomplished by a combination known as the fan and gravity system. Each recitation room is supplied with not less than thirty-five cubic feet of fresh air per minute for each pupil, and an equal amount of foul air is withdrawn at the same rate. The rooms in the basement are plastered with Keene cement; all others with adamant.

Aim and Purpose of School.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal School, as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

Requirements for Admission.

I. Candidates for admission to a Massachusetts State normal school must have attained the age of seventeen years, if young men, and sixteen years, if young women (for admission to the Household Arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Board of Education may require.

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, offer by examination or certificate

satisfactory evidence of preparation in the following subjects for a total of 14 units. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1)	English literature and composition,	3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2)	Algebra,	1 unit.
(3)	Geometry,	1 unit.
(4)	History,[1]	1 or 2 units.
(5)	Latin,	2 to 4 units.
(6)	French,	2 or 3 units.
(7)	German,	2 or 3 units.
(8)	Drawing,[2]	1 unit.
(9)	Physics,	1 unit.
(10)	Chemistry,	1 unit.
(11)	Biology, botany or zoölogy,[2]	1 unit.
(12)	Physical geography,[2]	1 unit.
(13)	Physiology and hygiene,[2]	1 unit.
(14)	General science,[2]	1 unit.
(15)	Stenography,	1 or 2 units.
(16)	Domestic science or manual training,	1 unit.
(17)	Commercial geography,[2]	1 unit.
(18)	Arithmetic,[2]	1 unit.
(19)	Bookkeeping,	1 unit.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

For admission to the Massachusetts Normal Art School, a special examination in drawing will be required, in addition to the above.

C. *Additional Subjects.* — At least 4 units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work

[1] History includes: ancient; mediæval and modern; English; American history and civics; and current events.

[2] Half units in these subjects will also be accepted.

in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these 4 units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination unless he secures by examination or certification a total of at least 5 of the 10 units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any subjects under "A" and "B" in which the applicant has a record of B, or 80 per cent., in the last year in which such subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B." In addition to units granted by certification candidates must present credentials for subjects under "C."

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII. *Admission to Special Courses.* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

Examination Dates.

The admission examinations are held at the several normal school buildings in accordance with the following schedule: —

1914. — Thursday and Friday, June 18 and 19; Tuesday and Wednesday, September 8 and 9.

1915. — Thursday and Friday, June 24 and 25; Tuesday and Wednesday, September 7 and 8.

Schedule of Examinations.

Thursday, June 18, and Tuesday, September 8, 1914.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Geometry.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	History.	4.00–5.00.	General science.
11.30–12.30.	Algebra.		

Friday, June 19, and Wednesday, September 9, 1914.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Chemistry, physics.
8.30– 9.30.	Drawing, stenography.	2.30–3.30.	Physiology, bookkeeping.
9.30–11.00.	French, German, current events.	3.30–4.30.	Biology, botany, zoölogy.
11.00–12.00.	Physical geography, commercial geography.	4.30–5.30.	Domestic science or manual training.

Times of Admission.

New classes will be admitted at the beginning of the fall term only. The studies of the course are arranged progressively from that time; it is important, therefore, that students shall present

themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

Expenses.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of twenty-five dollars for each half year.

Text-books and supplies are free, as in the public schools.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

Elementary Course of Study.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects and of the principles and methods of teaching them: —

(*a*) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(*b*) Mathematics, — arithmetic.

(*c*) History, — history and civil polity of the United States and of Massachusetts.

(*d*) Science, — gardening, geography, physiology and hygiene.

(*e*) Drawing, vocal music, physical training, hygiene, manual training and penmanship.

II. (*a*) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(*b*) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satis-

factory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

English.

There is no student of English who does not gain from his work the power of self-expression, a keener appreciation of nature, a quickening of the imagination, a deeper insight into human life and a broader outlook upon the world around him. The course in English offers not only this most necessary cultural education, but it also aims to teach the student where to find in literature the necessary material for the child's development, and to offer practical methods for presenting this material to the child.

The work throughout the two years is a correlation of language, composition and literature. The language work begins with "the word," — its history, the use of the dictionary, word-building and pronunciation; the composition work at this time includes papers on the language work and its connection with the early history of England.

The language course for the first year offers a careful drill in the essentials of grammar, and a practical study of those laws of composition and rhetoric which will enable the student to gain a new appreciation of the masters of English style and a renewed desire to imitate these ideals. In the literature work of this year the students must gain from masterpieces of English literature not only a thorough knowledge of their contents, but the power to reveal these treasures to others. This necessitates a knowledge of the author and some acquaintance with his period in literature.

In the second year, besides the advanced composition and methods of teaching, the course seeks to give the students a thorough introduction to child literature. This means a careful study of classic myths, Greek, Norse, and Teutonic, a review of the Arthurian legends, Esop's fables and modern fairy tales. The student must also become acquainted with books dealing with the outdoor world, especially with animal life, and must study and present to the class from a teacher's point of view suggested poems for all grades.

Mathematics.

The end in view is to prepare teachers for the work in arithmetic in the elementary schools; this purpose is kept constantly in mind.

During the junior year the work is largely along the lines of primary and middle grade arithmetic, constant effort being made to secure class room proficiency for students who are to practice during the following year; the closest attention is given to the reasons in arithmetical processes, in order to enable the teacher to substitute her method for stereotyped rules. There is much work at the blackboards by the class as a whole, for the purpose of encouraging work in the open.

Regular text-books are used, and emphasis is placed upon well-arranged and precise written work.

During the senior year the course of study in arithmetic is thoroughly reviewed and discussed. Work of the upper grades is reviewed, largely for the purpose of clearing up difficulties for prospective teachers which were never overcome by them as pupils in the elementary or high schools.

So much time is devoted to algebra as will permit of a review and discussion of definitions and notation, simple equations, fractions, and the method of attacking problems; but these matters are taken up solely for the preparation of teachers of arithmetic.

Definitions and a brief list of fundamental theorems in geometry are covered, but merely with a view to the proper teaching of subjects found in the arithmetic course in elementary schools.

History and Civics.

Purpose. — The general aim in this course is to prepare students to teach history and elementary civics in the first six grades of the public schools in such a way as to produce high civic ideals, and to develop the spirit of social service among the pupils through the inspiration of the teacher's own love for her subject.

History. — A brief survey of world history provides a setting for an intensive study of American history, which emphasizes those social, industrial and political conditions of the past which are essential to a right interpretation of the present.

The importance of local history is brought out by teaching the

history of Lowell as a type study. With that material as a model, each student works up a detailed history of her own town or city, to be used later as a foundation for work in civics.

Civics. — Through a study of the local community and a comparison of it with other communities the student gains knowledge and understanding of the fundamental principles of community life which will enable the future teacher to train pupils to become intelligent, upright and efficient members of society. The study of municipal government is followed by a course in State and national government.

History of Education. — This subject is taken as a necessary part of the future teacher's professional equipment. Emphasis is put on modern education and on education in the United States. Boone says, "The right acquaintance with the best that has been thought and said touching one's profession is a liberal professional education."

Method. — Topical outlines, lesson plans and teaching lessons are prepared and presented for practice in the "story" of the primary grades and in the "open-book" method of the higher grades. Lists of reference books are given for the personal use of the future teacher; also, lists of books for the teacher to give to the pupils to stimulate in them a love for history. For illustrative material, use is made of good literature, "sources," reference books, magazines, newspapers, maps, blackboard sketches, pictures and games; constructive work of various kinds is prepared; in short, the students begin to make collections of such historical materials as are available for use in their own classes. To make the work as vital as possible occasional trips are taken to view historic places and to observe the actual workings of government, *e.g.*, the town meeting.

Gardening and Nature Study.

The course in gardening and nature study covers five periods a week during the junior year. Practical gardening operations are carried on throughout the course, the pupils planting seeds, bulbs and cuttings of many different kinds, and growing them to flower and fruit. These garden experiences are made the basis of much drawing upon paper and blackboard, and of many language lessons, both oral and written. Each pupil has an indoor garden and

an outdoor garden for her individual use, and assists also in the planting and care of the general gardens.

In addition to the practical garden knowledge thus acquired, the pupils learn much of the botany and chemistry of plant growth.

Considerable attention is given to leading the pupils to a workable knowledge of the trees, birds, wild flowers and other living things. The point of view is that of use in the grades, though considerable technical knowledge is acquired incidentally. Opportunities for expression through language and drawings are given throughout the course.

The school is rapidly developing special collections of the trees, shrubs and perennial flowers which may be used to best advantage in school work and for general planting.

Geography.

The aim in this course is to fit students for work in the first six grades. Practice is given in making plans and presenting work adapted to the several grades, and collections of objective material begun which will be useful later in work with children, such as maps, diagrams, models and pictures.

The neighborhood accessible is an interesting type of river valley, from which can be worked out problems connected with river study, and which will serve as a basis of comparison with other river valleys of the world.

Lowell as an industrial center also offers a good field in which to work out problems connected with the transportation of raw and manufactured products, and questions involved in the development of such a city.

A study is made of physiographic processes and climate conditions and their effects upon the economic development of a country. The principal industries of the United States are studied as types, these forming a basis for comparison with other regions of the world. Methods of using the material found in school text-books are discussed. The open-book method is used in the preparation of new work.

The endeavor is to have the student deal with real things as far as possible by means of daily weather records, by drawing conclusions from facts observed, by field lessons, by practical experiments and by daily discussions of current events.

Drawing.

The course in drawing aims to acquaint the student with the subjects that are taken up in the public schools, and to enlarge æsthetic feeling and appreciation.

The principles underlying freehand drawing are carefully studied and carried out with pencil, colored crayon, water color or in blackboard drawings. These are applied, too, in illustrative sketches.

Design is studied not only for its underlying principles and historic foundation, but also that it may be applied satisfactorily in book covers, tooled leather, metal, stencils and embroidery.

Color scales to show hue, value and intensity are made; color analysis and harmony are considered whenever possible in carrying out designs, in talks on house furnishings and dress and in landscape compositions. Picture study is taken up also in connection with composition and color.

Five-minute sketches are required at frequent intervals, that a constant quick review may be carried on.

The students follow the work in drawing during their practice period, working with the regular and special teachers and conducting lessons themselves.

Psychology.

This course aims to equip the student with the elementary principles of teaching, the fundamental psychological processes which have to do with learning receiving special attention.

While the work tends to increase and to broaden the student's knowledge of general psychology, the point kept constantly in mind is the professional aspect of the subject.

Considerable time is given to the central nervous system, showing the physiological basis of mental activity. Attention, perception, conception, memory, imagination and habit are discussed with special reference to their development in children. Feeling and emotions, volitions, and temperament, in its relation to teacher and pupil, also receive attention.

In the training school, classes of children taught by skilled instructors are observed by the students. These observation lessons illustrate, in practical teaching, the specific principles taught in

the theory classes, and give an excellent foundation for the practice work which follows.

While several texts are in constant use, more time is given to illustration by the students, from their own experience, of elementary facts of educational psychology, than to the usual class room recitation. Four periods a week during the senior year are devoted to this course.

Physical Education.

In this department the work is two-fold, — to develop physical strength, health and endurance in the student, and to prepare her with a great variety of exercises, that she may be able to interest all classes of children and meet the varying needs of each individual pupil. The work is varied: it consists of the study of the principles of the Swedish system of gymnastics and the practical work in the gymnasium covering the following subjects, — free movements, general developing exercises, gymnastic games for the schoolroom and the playground, story plays, drills and folk-lore dances. Outdoor work on the school campus, tennis, etc., are also part of the course. During the senior year the students conduct gymnastic exercises as practice in teaching.

Hygiene.

The purpose of this course is to give the students such a knowledge of the main facts concerning the human body and the laws by which it lives as will enable them to preserve health and to promote working efficiency. During the junior year much time is necessary for individual work, — to be devoted to physical examination and individual instruction in personal hygiene. Every student is required to report at the beginning of the term to the instructor in charge of the department. Students are taught to consider the physical welfare of the school child by study of lighting, heating, ventilation, school furniture, etc. All materials and methods are adapted for future work in first six grades.

Music.

Music ranks as the highest of the fine arts, as the one which, more than any other, ministers to human welfare. — *Spencer.*

Music is at once a language, a science and an art. As a language of the emotions, music has a powerful influence upon susceptible childhood; as an art it is manifested in the skillful and intelligent rendering by the children of a beautiful song; the science of music appropriate to the early grades is concerned only with sight singing. The child is aroused to musical activity by the appeal of the language of music; by applying the elementary science he learns to sing at sight, through a knowledge of rendering he learns to interpret musical meaning, and thus to reproduce in turn the language of music. The object of music in public education is to develop in the child: —

A love for good music. A musical and expressive voice, within the limits imposed by nature, and a good physique as a result of correct singing.

The ability to sing songs at sight and render them understandingly.

The Course.

The course in music is intended to equip students with a thorough working knowledge of music and methods as applied to public education, so that they may co-operate intelligently with supervisors, or successfully conduct the work in music in schools where there is no supervisor.

The essentials upon which the course is based are: —

(*a*) *Musical Conceptions.* — Through a knowledge of good melody and its essentials.

The folk-song, all nationalities; the ballad.

The art song, the comic opera, the grand opera, the oratorio, and kindred forms, the instrumental shorter forms, the sonata and symphony.

(*b*) *Voice Training.* — The essentials of good tone quality.

Breathing, the direction of the tone, the open throat.

Pronunciation and enunciation.

The registers.

The boy's changing voice.

(*c*) *Sight Singing.* — A thorough knowledge of the intervals.
Classification of intervals.
All keys and key signatures, major and minor.
Of all chromatic tones, of the characters used to represent them.
All the principles of time.
Measure formations.
The elements of form.

Penmanship.

This subject is studied by the project method. The students are trained, first, to write a good business hand at a commercial rate of speed; and, second, to teach the children in the grades to write a good business hand.

We submit a sample of the writing of a pupil when she entered the school and another at the end of her junior year. These we consider fair samples.

Special Courses for Training of Supervisors and Departmental Teachers of Music.

The State Normal School at Lowell is interested in the development of art in music in America through the teaching and the application of the essential principles of music in the public schools.

The department of music offers complete courses for the training of supervisors and departmental teachers of music. These courses cover the work of the secondary and high schools, and will teach those branches required for the supervision of music in public education.

The full course can be completed in one year or more, according to the ability of the student.

The courses are open to graduates of colleges and normal schools, and to such other persons, teachers of experience, as have a sufficient knowledge of the subject-matter of music. Grade teachers of experience may enroll for departmental teaching of music upon passing the entrance requirements under elementary, and may pursue such other subjects as may seem best.

In connection with the work in music, students who are preparing for supervision or departmental teaching will be required to combine with certain other subjects which are necessary to the equipment of a successful teacher of music in the public schools, viz., psychology, the history of education, English lyrics and poems for children.

The extensive training facilities connected with the State Normal School will be at the disposal of students taking these courses. Students upon the completion of the course for supervisors are thoroughly equipped as teachers of music in the elementary and secondary schools.

The course for supervisors is in two divisions, elementary and secondary, each including those branches required in supervision and teaching music in elementary and secondary schools. The courses are as follows: —

Elementary. — (*a*) Music fundamentals and sight singing. (*b*) The aims, methods and courses of study as applied to the elementary schools. Practice teaching and observation. (*c*) The child voice, its conservation and development.

Secondary. — (*a*) Harmony. (*b*) Music appreciation. (*c*) Chorus conducting.

Elementary.

(*a*) Intervals, general and specific; scale structure, major and minor; common Italian terms for expression and tempo; keys and key signatures, major and minor; chromatic tones and all the characters used to represent them; all the principles of time in music, note denominations, rests, measure formations, proper groupings of notes and rhythm; the elements of musical form; the writing of melodies as the setting of a single stanza.

Sight Singing. — The ability to sing at sight music of the grade of difficulty of a Dykes, Sullivan or Stainer hymn tune; to read at sight with words music of the same degree of difficulty; to read at sight a short exercise in any key in any kind of time.

(*b*) Knowledge of the aims of music in public education and of the system of teaching as applied to the elementary schools; of a detailed course of study grade by grade; of all the methods of teaching the principles of tune, time and notation complete; of teaching reading with words; of the best use of all material, as text-books, etc.; the value and method of teaching rote songs; the individual system of teaching music; how to conduct teachers' meetings; a complete equipment for supervising music in the elementary schools.

Observation and Practice Teaching. — A working knowledge of all of the foregoing; a demonstration of its methods, satisfactory teaching ability, good personality; ability to conduct and control the class, the opportunity being given for this during the practice period.

(*c*) *The Child Voice.* — The fundamental principles of tone production, breath support, tone direction, the open throat; resonance and articulation, enunciation, pronunciation and diction; a knowledge of the proper methods for developing the child voice in individual or class instruction.

Secondary.

(*a*) *Harmony.* — Intervals, general and specific; scale structure, major and minor; triads, common chords and their inversions; the dominant seventh chord, its preparation and resolution; secondary seventh chords, modulation.

(*b*) *Music Appreciation.* — A knowledge of the lives and works of the principal classic and romantic composers; a knowledge of all musical forms, viz., good melody and its essentials; the folk song, all nationalities; the ballad; the art song, the comic opera, the grand opera, the oratorio and kindred forms; the instrumental shorter forms; the sonata and symphony.

A theoretical knowledge of the common orchestral instruments; the ability to recognize certain compositions from characteristic portions played.

(*c*) *Conducting.* — The general principles of conducting; precision of attack, phrasing, shading, etc.; the technique of expression and interpretation.

The course of study of principles as taught at the State Normal School may be applied to any series of text-books.

Further information may be had by addressing Albert Edmund Brown, the Department of Music, State Normal School, Lowell, Mass.

Three Years' Course.

This course will consist of the regular two years' course and one year's practice teaching in rural schools of Massachusetts.

Students taking this course will receive compensation while they are at work in these rural schools.

Special Courses for Teachers.

Teachers of several years' successful experience, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course of study, and when such course is successfully completed they shall receive certificates for the same.

Special Course for College Graduates.

Graduates of colleges and universities, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the above curriculum of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Teachers of successful experience, who bring satisfactory testimonials, may also receive a certificate under similar conditions.

Schools of Observation and Practice.

Facilities for observation and practice are very extensive at the State Normal School at Lowell. Both observation of, and practice in, the graded city institutions may be had at the Bartlett School and the New Moody Street School in the city of Lowell.

The building occupied by the Bartlett School is described in the report of the school committee as follows: —

The new Bartlett School building is the largest and the finest of the grammar school buildings in the city of Lowell. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the street for the first and two spacious stairways for the second. The upper floor is occupied by a handsome and well-lighted hall, capable of seating twelve hundred persons, with smaller rooms at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, store rooms for books, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

The New Moody Street School is one of the newest of the large primary school buildings erected by the city of Lowell. It furnishes four rooms for training in primary grades.

The Bartlett and New Moody Street schools together give twenty rooms of elementary grade and a kindergarten for use in training.

The following agreement for the administration of these schools has been made during the present year by the city of Lowell and the Commonwealth: —

Agreement between the Commonwealth of Massachusetts and the City of Lowell as to Maintenance of Schools of Observation and Practice for the Use of the State Normal School at Lowell.

This agreement, made and entered into this fifth day of June, in the year one thousand nine hundred and fourteen, by and between the city of Lowell in the county of Middlesex and the Commonwealth of Massachusetts, acting through the school committee of said city of Lowell

thereto duly authorized, parties of the first part, and the State Board of Education, acting for and in behalf of the Commonwealth of Massachusetts, as party of the second part, to establish and maintain as schools of observation and practice (hereafter to be known as training schools) the new Bartlett School, the new Moody Street School, and the Lexington Avenue School, in connection with the State normal school at Lowell. *Witnesseth:* — *First.* — That the parties of the first part agree to assign to said training schools in the customary grades, including the kindergarten, not less than 700 pupils nor more than 1,000 pupils during each school year, these numbers to be based on average daily attendance.

Second. — The parties of the first part agree with the State Board of Education, acting for and in behalf of the Commonwealth, that the said Board of Education, under the order and superintendence of the school committee of Lowell, shall have full authority as to the number, salaries, selection, appointment, control and dismissal of principals, teachers, supervisors, instructors, janitors and other employees of the training schools, courses of study, textbooks and supplies, methods of instruction and discipline, and general management in said training schools.

Third. — That the principals, teachers, supervisors, instructors, janitors and other employees of the training schools shall be nominated by the principal of the normal school, with the approval of the State Board of Education, and elected by the school committee of Lowell; and that the discontinuance of service of any of the foregoing employees shall be effected by vote of the school committee of the city of Lowell, upon the recommendation of the principal of the normal school to the school committee, with the approval of the State Board of Education.

Fourth. — That the expenses of maintaining the training schools as provided in this agreement, not including cost of repairs, medical inspection and attendance service, shall be paid by the Commonwealth.

Fifth. — That the parties of the first part hereby agree to pay annually into the treasury of the commonwealth in equal quarterly installments, on the fifteenth day of January, April, July and October, a sum of money equal to the product found by multiplying the per capita cost of instruction and maintenance, exclusive of the cost of repairs, medical inspection, and attendance service, in the kindergarten and elementary schools of Lowell for the preceding fiscal year ending December 31, by the average membership of the training schools for the same year. In each case the average membership in the schools shall be the basis of calculation. "Cost of instruction and maintenance" shall include, in each case, expenditures for salaries of supervisory officers, teachers and

special instructors, transportation of pupils, janitor service, books, supplies, water, heat, light and all other expenses except expenses for repairs, medical inspection and attendance officers. It is understood that the textbooks, supplies and other equipment, purchased from time to time for use in said training schools and paid for out of this sum, shall be the property of the city of Lowell, but subject to the control and use of the State Board of Education in the training schools, as provided in this agreement: *provided,* that for the period between July 1, 1914, and Dec. 31, 1914, the amount to be paid by the city of Lowell into the treasury of the Commonwealth shall be a sum of money equal to four-tenths of the product found by multiplying the per capita cost of maintenance and instruction, as defined in this agreement, of the schools of the city of Lowell, for the fiscal year 1913 by the average membership for that year in the schools used as schools of observation and practice by the normal school during that year; to which shall be added the sum of $711.25, all of said money to be paid into the treasury of the Commonwealth in four equal installments, on September 1, October 1, November 1 and December 1 of the year 1914.

Sixth. — That the said Board of Education shall give to the pupils attending said training schools as good educational advantages as are, at any corresponding time, furnished by the average schools of the same grade in the city of Lowell. The city of Lowell guarantees to the graduates of said training schools the same privileges and opportunities of entrance to schools of higher grade as are afforded to the graduates of the other public schools of like rank of the city of Lowell.

Seventh. — That the school committee of the city of Lowell shall, by the proper officials and at the expense of the city, enforce all laws relating to attendance, truants and incorrigibles and medical inspection, and that the school committee and its superintendent shall have the same rights of visiting and inspecting said training schools as in the other schools of the city.

Eighth. — That the estimates as to the average cost per pupil, as provided in this agreement, to the city of Lowell, shall be made jointly by the principal of the normal school and the superintendent of schools of the city of Lowell, and the said estimates shall be approved by the school committee of the city of Lowell and the State Board of Education.

Ninth. — That this contract shall take effect on July 1, 1914.

Tenth. — That this agreement shall be subject to such modifications as shall mutually be agreed upon hereafter by the said city of Lowell and the Commonwealth.

Eleventh. — That this agreement does not so fully meet the requirements of section 5, chapter 457, Acts of 1894, as to prevent further

provision for model and practice schools, in a manner to be agreed upon mutually by the said city and the Commonwealth.

Twelfth. — That this agreement may be modified or abrogated at any time hereafter by mutual agreement of the contracting parties, but shall not be abrogated by either party alone except after two years' notice in writing shall have been given to the other party hereto.

.....,

School Committee of the City of Lowell.

.....,

Board of Education.

For training in rural school work the State Normal School has available the Lexington Avenue School, a building just within the city limits, but strictly speaking an ungraded school of six grades. In the town of Tewksbury is an ungraded school of eight grades, north village, and a two-room building of eight grades in the south village. In South Chelmsford is another two-room building with eight grades, four grades to each room.

These schools give ample opportunity for observation and practice along rural school lines. Each senior is expected to spend a certain portion of her practice period in these rural schools.

Thus it will be seen that the practice facilities of the State Normal School at Lowell cover nearly all features of grade school work which the normal graduate may meet after taking up her work.

Special emphasis is placed upon this side of the normal school work. The conditions met by the pupil-teacher in her practice work are those of a regular public school, both in instruction and in discipline.

General Information.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents, to investigate its methods, attend classes, or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

Students.

Senior Class — 1913-14.

Atwood, Edith Josephine,	Lowell.
Barrett, Mary Winifred,	Lawrence.
Batson, Mary Agnes,	North Andover.
Beals, Bernice May,	Lawrence.
Boutelle, Cora May,	Woburn.
Boyle, Martina Lucille,	Dracut.
Braley, Anna Eliza,	Lowell.
Cooper, Ethel Marie,	Cambridge.
Cotter, Mary Louise,	Lawrence.
Cranshaw, Bertha May,	Lawrence.
Crowell, Ruth,	Haverhill.
Cullinan, Rose Frances,	Lowell.
Cummings, Ida Frances,	Lowell.
Daly, Margaret Irene,	Lawrence.
Dearborn, Anna Isabelle,	Burlington.
Dooley, Helena Frances,	North Andover.
Dowd, Julia Etta,	North Andover.
Earle, Sarah Madeline,	Billerica.
Fetridge, Muriel Ella Esther,	Woburn.
Flagg, Dorothy Gardner,	Woburn.
Flynn, Mary Bertha,	Haverhill.
Flynn, Nettie Mary,	Lowell.
Folan, Mary Eleanor,	Woburn.
Frawley, Jennie Teresa,	Lowell.
Gustin, Marion,	Winchester.
Hickey, Helen Elizabeth,	Lowell.
Johnston, Jane Thecla,	Lowell.
Kearns, Margaret Eloise,	Woburn.
Keefe, Mary Teresa,	Lawrence.
Ketchen, Emma Butler,	East Billerica.
Keyes, Annabelle Veronica,	Lowell.
Kivlan, Martha Louise,	Lowell.
Knowles, Lily Francis Farleigh,	Lowell.
Knowlton, Hazel Ruth,	Chelmsford.

Leighton, Ethel,	Haverhill.
Lew, Teresa Garland,	Lowell.
Locke, Clara Louise,	Lawrence.
Loupret, Gertrude Irene,	Lowell.
McCarthy, Grace Mary,	Haverhill.
McGill, Esther Terena,	Lawrence.
McLaughlin, Margaret Mary,	Cambridge.
McLoon, Alice Angie,	Tyngsborough.
McMahon, Catherine Teresa,	Lawrence.
McMahon, Winifred Teresa,	North Wilmington.
McMaster, Marion Ella,	Lowell.
McQuesten, Alberta Mead,	Lowell.
Moeser, Elizabeth Alvina,	Lawrence.
Murray, Mildred Agnes,	Woburn.
O'Donnell, Katherine Mary,	Lowell.
O'Neill, Mary Teresa,	Lowell.
Pool, Inez Helena,	Haverhill.
Pratt, Esther Cordelia,	West Medford.
Roesner, Caroline Ida,	Lawrence.
Seed, Irene Mary,	Lawrence.
Sharkey, Margaret Genevieve,	Lawrence.
Shea, Mary Beatrice,	Lowell.
Southard, Natalie Turner,	Manchester, N. H.
Sullivan, Anna Teresa,	Lawrence.
Sullivan, Margaret Beatrice,	Westford.
Sutherland, Etta Lillian,	Westford.
Taylor, Ruth Winifred,	North Andover.
Webster, Marion Ella,	Bradford.
Weinbeck, Gertrude,	Lowell.
Williams, Hilda May,	Haverhill.

Junior Class — 1913-14.

Barnum, Olive Sabina,	Burlington.
Blanchard, Catherine Mary,	Bradford.
Boudreau, Ruth Beatrice,	Lowell.
Butler, Elizabeth Faustina,	Cambridge.
Carver, Pauline,	Dracut.
Chandler, Madeline Marie,	Everett.
Cilley, Annie Martha,	Northwood Centre, N. H.

Collins, Rita Marion,	Billerica.
Concannon, Mary Frances,	Lowell.
Daley, Rose Margaret,	Haverhill.
Dean, Frances Ann,	Lawrence.
Deegan, Mary Josephine,	Somerville.
DeVoy, Christina Beatrice,	Lawrence.
Doherty, Gertrude Rita,	Woburn.
Dorman, Elinore Margaret,	Lawrence.
Dudley, Mary Gertrude,	Lowell.
Duffy, Alice Sophia,	Tewksbury.
Duffy, Helen Louise,	Tewksbury.
Dugas, Marie Antoinette,	Haverhill.
English, Gertrude Elizabeth,	South Groveland.
Faneuf, Helen Sophia,	Lowell.
Flynn, Margaret Frances,	Lowell.
Gallagher, Helen Cecilia,	Lowell.
Gallagher, Mary Agnes,	Dracut.
Godbout, Antonia Emily,	Lawrence.
Hagan, Margaret Marion,	Lawrence.
Harris, Mildred Eleanor,	North Wilmington.
Higgins, Anna Imelda,	Cambridge.
Hilton, Catherine Helen,	Lawrence.
Jacobs, Margaret Mary,	Cambridge.
Jantzen, Leonita Margaret,	Lowell.
Jones, Nellie Olivia,	Lowell.
Kimball, Marion Elsie,	Lowell.
Löfgren, Olga Ulrika,	Lowell.
Logan, Ruth Simpson,	Lowell.
Lowney, Christina Agnes,	Lowell.
Lybrand, Frances Ranney,	Lowell.
Lynch, Alice Helen,	Woburn.
Lynch, Millicent Octavia,	Lowell.
MacFarlane, Mary Weir,	Methuen.
Mansfield, Mary Roberta,	Lowell.
Markey, Isabel Frances,	Lawrence.
Martin, Mary Agnes,	Lowell.
Martin, Mary Eleanor,	Winchester.
McDermott, Teresa Mary,	Lowell.
McHugh, Agnes Veracunda,	Lowell.
Moran, Emily Augusta,	Cambridge.
Moriarty, Catherine Cecilia,	Lawrence.
Moriarty, Mary Helen,	Bradford.

Mower, Ruth Swift,	Lowell.
Murphy, Anna Katherine,	Haverhill.
Murphy, Irene Elinor,	Winchester.
Murphy, Mary Alice,	Lowell.
Murphy, Mary Alice,	North Chelmsford.
Murphy, Teresa,	Winchester.
O'Connell, Bridget Veracunda,	Lowell.
O'Hearn, Kathleen Margaret,	Lowell.
O'Leary Helen Irene,	Haverhill.
Pelletier, Mary Eva,	Lowell.
Phair, Ethel Lillian,	Lawrence.
Pihl, Martina Frances,	Lowell.
Reardon, Teresa Mary,	Lawrence.
Ring, Isabel Theresa,	Haverhill.
Rourke, Josephine Helen,	West Medford.
Rutherford, Irene Mary,	Lawrence.
Sandler, Mary Elizabeth,	Haverhill.
Scannell, Mary Louise,	Lowell.
Shanahan, Florence Louise,	Lowell.
Spead, Mary Reginald,	Dracut.
Sullivan, Mary Anna,	Methuen.
Sweeney, Helen Alfreeda,	Winchester.
Towne, Agnes Pauline,	Bradford.
Trombly, Beatrice Viola,	Lawrence.
Tucker, Betridge Emmeline,	Winchendon.
Whittemore, Ruth Elmira,	Chelmsford.
Wisbey, Florence Matilda,	Lowell.
Wright, Bertha Leigh,	North Chelmsford.

Special Students.

Bolton, Mary Cecilia,	Lowell.
Calnan, Marietta Margaret,	Lowell.
Counce, Mabelle Proctor,	Stoneham.
Hope, Gertrude,	Waltham.
Lew, Marion Scott,	Lowell.
Quigley, Gertrude Marie,	North Chelmsford.

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STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS

1915

1916

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STATE NORMAL SCHOOL

LOWELL, MASSACHUSETTS

EIGHTEENTH YEAR

1915-1916

Approved by

The State Board of Publication.

Board of Education.

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JOSEPHINE W. CHUTE,	*Drawing and practical arts.*
MIRION H. MILNER,	*Physical education and hygiene.*
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CHARLOTTE M. MURKLAND,	*Supervisor of practice.*
WILLIAM E. RILEY,	*Penmanship and reading methods.* *Supervision of practice in rural schools.*
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Practice Department.

Bartlett Training School, Lowell.

HERBERT D. BIXBY, ... PRINCIPAL.

BELLE A. PRESCOTT,	Seventh, eighth and ninth grades,	*Literature.*
AMY L. TUCKE,		*Arithmetic and music.*
ALICE D. SUNBURY,		*Grammar and domestic science.*
SARA E. AMES,		*History, civics and sewing.*
KATHLEEN E. DRISCOLL,		*Geography.*
CHARLES SEEDE,		*Manual training.*

BELLE F. BATCHELDER,	Sixth grade.
MARIA W. ROBERTS,	Fifth grade.
KATHERINE FARLEY,	Fifth grade.
A. GERTRUDE STILES,	Fourth grade.
CELIA STANDISH,	Fourth grade.
E. BELLE PERHAM,	Fourth grade.
BRIDGET K. SMITH,	Third grade.
BERTHA M. SHERBURNE,	Second grade.
ELEANOR J. LE LACHEUR,	Second grade.
ESSIE E. ROCHE,	First grade.
MARY E. SNOW,	First grade.
HELEN W. NOYES,	Principal of kindergarten.
ETHEL H. CHURCH,	Assistant.

New Moody Street Training School, Lowell.

Addie B. Merrill,	Third grade.
Grace C. Delaney,	Third grade.
Anna I. Cassidy,	Second grad
Maude M. Hardy,	First grade.

Lexington Avenue Training School, Lowell.

Carrie M. Hart,	*Teacher.*

North Tewksbury Training School.

Kathleen Marsh,	*Teacher.*

South Tewksbury Training School.

A. Phœbe Walker,	*Teacher.*

South Chelmsford Training School.

Ruth D. Crawford,	*Teacher.*
Mabel P. Haggerty,	*Teacher.*

The School Calendar.

1915.

Graduation.
Tuesday, June 22.

First Entrance Examinations.[1]
June 24 and 25.

Midsummer Vacation.

Second Entrance Examinations.[1]
September 7 and 8.

School Year Begins.
Thursday, September 9.

Thanksgiving Recess.
November 25 and November 26.

Christmas Recess.
Week of December 20.

1916.

First term ends	Friday, January 21.
Second term begins	Monday, January 24.

Spring Recesses.
Week of February 20.
Week of April 23.

Patriot's Day.
April 19.

Memorial Day.
May 30.

Graduation.
June 20.

First Entrance Examinations.
June 22 and 23.

Midsummer Vacation.

Second Entrance Examinations.
September 5 and 6.

School begins September 7.

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[1] See page 15.

Alumni Association.

Margaret Shinkwin, '09,	*President.*
Alice O'Connor, '05,	*Vice-President.*
Regina Frappier, '10,	*Secretary.*
Ruth D. Crawford, '11,	*Treasurer.*

Executive Committee.

Class of '99.

Ethel E. Kimball. Mary Thomas Sullivan.

Class of '00.

Mary E. Corkhill. Margaret Jamieson.

Class of '01.

Bertha M. Sherburne. Minnie Parker Ashworth.

Class of '02.

—— ——

Class of '03.

Elizabeth Seede. Carrie Downey.

Class of '04.

Anna Johnson. Emma Holt Marshall.

Class of '05.

Alice Leonard Gorman. —— ——

Class of '06.

—— ——

Class of '07.

Katherine Tracy. Charlotte Low.

Class of '08.

Mary Garvey. Alice Cochrane.

Class of '09.

Alice G. McGilly. Martha Roark.

Class of '10.

Eileen T. Morin. Elizabeth H. Elliott.

Class of '11.

Mary Reardon. Agnes Phelps.

Class of '12.

—— ——

Class of '13.

Gertrude Quigley. Mary Lennon.

State Normal School,

Lowell, Massachusetts.

LOCATION.

The Lowell Normal School was established by an act of Legislature approved January 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils October 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance of the Boston & Maine station.

AIM AND PURPOSE OF SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State normal school, as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION.

The admission requirements as given below will be in effect after January 1, 1916. For 1915 the admission requirements will be the same as for 1914.

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B," and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition, . . . 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2)	Algebra,	1 unit
(3)	Geometry,	1 unit.
(4)	History,	1, 2 or 3 units.
(5)	Latin,	2, 3 or 4 units.
(6)	French,	2 or 3 units.
(7)	German,	2 or 3 units.
(8)	Physics,	1 unit.
(9)	Chemistry,	1 unit.
(10)	Biology, botany or zoölogy,	½ or 1 unit.
(11)	Physical geography,	½ or 1 unit.
(12)	Physiology and hygiene,	½ or 1 unit.
(13)	General science,	½ or 1 unit.
(14)	Drawing,	½ or 1 unit.
(15)	Household arts,	1 or 2 units.
(16)	Manual training,	1 unit.
(17)	Stenography, including typewriting,	1 or 2 units.
(18)	Bookkeeping,	1 unit.
(19)	Commercial geography,	½ or 1 unit.
(20)	Arithmetic,	½ or 1 unit.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (*a*) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(*b*) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (*a*) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS.

THURSDAY, JUNE 24, 1915.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Geometry.
8.45–10.30.	English literature and composition.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	History.	4.00–5.00.	General science.
11.30–12.30.	Algebra.		

FRIDAY, JUNE 25, 1915.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Chemistry, physics.
8.30– 9.30.	Drawing, stenography.	2.30–3.30.	Physiology, bookkeeping.
9.30–11.00.	French, German, current events.	3.30–4.30.	Biology, botany, zoölogy.
11.00–12.00.	Physical geography, commercial geography.	4.30–5.30.	Household arts or manual training.

TUESDAY, SEPTEMBER 7, 1915.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Geometry.
8.45–10.30.	English literature and composition.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	History.	4.00–5.00.	General science.
11.30–12.30.	Algebra.		

WEDNESDAY, SEPTEMBER 8, 1915.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Chemistry, physics.
8.30– 9.30.	Drawing, stenography.	2.30–3.30.	Physiology, bookkeeping.
9.30–11.00.	French, German, current events.	3.30–4.30.	Biology, botany, zoölogy.
11.00–12.00.	Physical geography, commercial geography.	4.30–5.30.	Household arts or manual training.

TIMES OF ADMISSION.

New classes will be admitted at the beginning of the fall term only. The studies of the course are arranged progressively from that time; it is important, therefore, that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June.

EXPENSES.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of $25 for each half year.

Textbooks and supplies are free, as in the public schools.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

CURRICULA.

1. Department for Elementary School Teachers.

Designed primarily for students preparing to teach in the first six grades of elementary schools, and rural schools of all grades.

A period is forty-five minutes in length.

Name and Number of Course.	Number of Weeks.	Periods Weekly.	
		In Class.	Expected Preparation.
First Year.			
English Language 1,	19	3	2
English Language 3,	38	2	2
English Language 5,	38	2	2
Literature 1,	19	3	2
Arithmetic 1,	38	2	1
Geography 1,	38	2	1
Physical Education 1,	38	5	–
Physical Education 3,	38	2	–
History 1,	38	3	2
Drawing 1,	38	3	2
Practical Science 1,	38	5	2
Music 1,	38	3	2
Education 1,	12	10	5
Second Year.			
English Language 2,	12	4	2
English Language 4,	24	1	2
English Language 6,	24	1	2
Literature 2,	12	4	2
Arithmetic 2,	24	1	1
Geography 2,	24	2	1
Physical Education 2,	24	4	–
Physical Education 4,	24	2	–
History and Social Science 1,	12	4	2
Practical Arts 1,	24	3	2
Music 2,	24	3	2
Education 3,	24	3	–
Education 4,	12	4	1
Education 2,	12	30	20

2. Department for Music Supervisors.

Designed for students preparing to become supervisors of public school music.

Name and Number of Course.	Number of Weeks.	Periods Weekly.	
		In Class.	Expected Preparation.
Music 3,	36	8	2
Music 4,	36	14	4
English 7,	36	1	2
Education 5,	36	1	1
Education 3,	36	3	–

Brief Description of Courses Offered.

ENGLISH LANGUAGE.

English Language 1. Oral and written expression. Miss Lovell.
First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to prepare the student to teach every phase of language work in the first six grades. The course includes the essentials of language work for each grade. It is taught by means of definite outlines which are supplemented by specific lesson plans.

English Language 2. Language and composition. Miss Lovell.
Second year. Twenty-four weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to prepare the student to teach every phase of language work in the grades. The course includes further drill on the essentials of language work and additional plans for methods of teaching.

English Language 3. Oral reading. Mr. Riley.
First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim of the course is to prepare the students to teach the mechanics of reading and to acquaint them with the latest methods of teaching reading.

English Language 4. Oral reading. Mr. Riley.
Second year. Twenty-four weeks; one class period and two periods expected preparation weekly.

The aim of this course is to train students in the selection of content, and to acquaint them with the best methods of teaching silent reading.

English Language 5. Penmanship. Mr. Riley.

First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim is to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

English Language 6. Methods course in penmanship. Mr. Riley.

Second year. Twenty-four weeks; one class period and two periods expected preparation weekly.

The aim is to prepare the students to train their pupils to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

LITERATURE.

Literature 1. Children's literature. Miss Lovell.

First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to make the student an effective teacher of children's literature. By reports, discussions and class reading the student becomes acquainted with the poems best suited for children, and the best books for children in all departments of literature.

Literature 2. Children's literature. Miss Lovell.

Second year. Nineteen weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to make the student an effective teacher of children's literature. By reports, discussions and class reading the student is given a wider knowledge of children's literature and an understanding and appreciation of the works of our best English and American authors.

ARITHMETIC.

Arithmetic 1. General course. Miss Clark.

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students for the development of the subject-matter of the first four grades. Notes, plans and objective material are accumulated.

Arithmetic 2. Methods course. Miss Clark.

Second year. Twenty-four weeks; one class period and one period expected preparation weekly.

This is a continuation of Course 1, with the special aim of preparing pupils for arithmetic work in grades 5 and 6. It includes plans for the development of fractions, common and decimal; simple percentage and mensuration; and applied problems.

GEOGRAPHY.

Geography 1. General course. Miss Clark.

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students for work in the first four grades of elementary schools. The course includes the observation of weather conditions and the making of weather records, the study of peoples, occupations, surface features, the Merrimac River as a type, map development with sandboard construction and current events.

Geography 2. Methods course. Miss Clark.

Second year. Twenty-four weeks; two class periods and one period expected preparation weekly.

This is a continuation of Course 1, with the special aim of preparing students for the teaching of the geography of the fifth and sixth grades. The course includes mathematical, physical and commercial geography, with type studies of glaciers, great river and mountain systems, the great cities, cotton, wool, silk, coal, iron, grazing, wheat, corn, sugar, irrigation, etc. The course also includes field work, current events, lesson plans and the accumulation of objective material.

PHYSICAL EDUCATION.

Physical Education 1. Gymnastics and calisthenics. Miss Humphrey.

First year. Thirty-eight weeks; five class periods weekly.

A content and methods course in games, dancing, calisthenics and playground activities for elementary schools, — teaching, with special reference to rural schools, such forms of play and recreation as may lend themselves most readily to permanence in social life, special attention being given to the development of dancing and recreation for the pupils of country communities.

Physical Education 2. Gymnastics and playground. Miss Milner.

Second year. Twenty-four weeks; four class periods weekly.

This course aims to give students: first, knowledge and appreciation of play and its function in the life of the child; second, a practical knowledge of play, games and dances, their organization and management, with adaptation to classroom and playground. Private instruction in corrective work for the normal student's immediate individual need is also included.

Physical Education 3. Personal hygiene. Miss Milner.

First year. Thirty-eight weeks; two periods weekly.

The aim of this course is to secure in the normal student settled habits in care of the body which will lead toward stronger, healthier and more efficient lives. Such habits can be secured only by repeated action; therefore students must be trained to insist on immediate and continuous application of every

principle taught [illegible]

Physical Education 4. School hygiene and sanitation. Miss Milner.

Second year. Twenty-four weeks; two periods weekly.

This course aims to train students to consider the physical welfare of the school child through the study of the lighting, heating and ventilation of the school room, school furniture, drainage, water supply and the relation of the school to contagious disease. Frequent clinics are held at the practice school, where the students observe children under examination by the school physician for symptoms of communicable diseases and conditions.

[illegible], four class periods and two periods expected preparation weekly.

The aim of this course is to prepare students, by a systematic study of community life, to train their pupils to an intelligent and serviceable citizenship; general method; — study of local community and its various political, social and industrial agencies through personal investigation; active participation in student's own civic life; teaching of type lessons; collection of notes and illustrative material, etc.

DRAWING.

Drawing 1. General course. Miss Chute.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with the subject-matter of drawing in the first six grades, with best methods of presenting the same. This includes much practice in drawing.

PRACTICAL ARTS AND PRACTICAL SCIENCE.

Practical Arts 1. General course. Miss Chute.

Second year. Twenty-four weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with definite practical arts projects that can be carried out in elementary schools without special equipment.

Practical Science 1. General science and school gardening. Mr. Weed.

First year. Thirty-eight weeks; five class periods and two periods expected preparation weekly.

A comprehensive course aiming to prepare teachers to conduct work in practical science and gardening in the first six grades of elementary schools. It is based on personal observation of the more important phases of nature study, elementary science and school gardening.

This is a continuation of Course 1, with the special aim of preparing students for the teaching of the geography of the fifth and sixth grades. The course includes mathematical, physical and commercial geography, with type studies of glaciers, great river and mountain systems, the great cities, cotton, wool, silk, coal, iron, grazing, wheat, corn, sugar, irrigation, etc. The course also includes field work, current events, lesson plans and the accumulation of objective material.

PHYSICAL EDUCATION.

Physical Education 1. Gymnastics and calisthenics. Miss Humphrey.

First year. Thirty-eight weeks; five class periods weekly.

A content and methods course in games, dancing, calisthenics and playground activities for elementary schools, — teaching, with special reference to rural schools, such forms of play and recreation as may lend themselves most readily to permanence in social life, special attention being given to the development of dancing and recreation for the pupils of country communities.

Physical Education 2. Gymnastics and playground. Miss Milner.

Second year. Twenty-four weeks; four class periods weekly.

This course aims to give students: first, knowledge and appreciation of play and its function in the life of the child; second, a practical knowledge of play, games and dances, their organization and management, with adaptation to class-room and playground. Private instruction in corrective work for the normal student's immediate individual need is also included.

Physical Education 3. Personal hygiene. Miss Milner.

First year. Thirty-eight weeks; two periods weekly.

The aim of this course is to secure in the normal student settled habits in care of the body which will lead toward stronger, healthier and more efficient lives. Such habits can be secured only by repeated action; therefore students must be trained to insist on immediate and continuous application of every

principle taught, — first for herself, later for the children under her care. She must be trained to give to the individual child the special attention which his necessities demand. She must live hygiene and train her children step by step to do the same.

HISTORY.

History 1. General course. Miss Cheney.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to prepare students for efficient teaching of history in the first six grades; the general method, — much practice in planning and teaching of type lessons; collection of historical material for future use in the grades; occasional visits to historical places, etc.

History and Social Science 1. Community civics. Miss Cheney.

Second year. Twelve weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to prepare students, by a systematic study of community life, to train their pupils to an intelligent and serviceable citizenship; general method; — study of local community and its various political, social and industrial agencies through personal investigation; active participation in student's own civic life; teaching of type lessons; collection of notes and illustrative material, etc.

DRAWING.

Drawing 1. General course. Miss Chute.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with the subject-matter of drawing in the first six grades, with best methods of presenting the same. This includes much practice in drawing.

PRACTICAL ARTS AND PRACTICAL SCIENCE.

Practical Arts 1. General course. Miss Chute.

Second year. Twenty-four weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with definite practical arts projects that can be carried out in elementary schools without special equipment.

Practical Science 1. General science and school gardening. Mr. Weed.

First year. Thirty-eight weeks; five class periods and two periods expected preparation weekly.

A comprehensive course aiming to prepare teachers to conduct work in practical science and gardening in the first six grades of elementary schools. It is based on personal observation of the more important phases of nature study, elementary science and school gardening.

MUSIC.

Music 1. General course. Mr. Brown.

First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

This course provides instruction in the following: (*a*) music fundamentals and sight singing; (*b*) the aims, methods and courses of study as applied to the elementary schools; (*c*) the child voice, its conservation and development; (*d*) the best methods of presenting the subject to children in the first six grades.

Music 2. General course. Mr. Brown.

Second year. Twenty-four weeks; two class periods and one chorus period and two periods expected preparation weekly.

This course, which is a continuation of the first year in music, is intended to give the student a working knowledge of all the fundamentals of music, together with the methods of presenting the same to children.

EDUCATION.

Education 1. Observation and supervised practice. Miss Murkland.

First year. Twelve weeks; ten class periods and five periods expected preparation weekly.

The aim of this course is to give students an empirical knowledge of children and of the teaching process. The course includes observation and teaching, under the immediate direction of skilled teachers, in the kindergarten and first six grades, with discussion of lessons observed and taught by students.

Education 2. Practice teaching. Miss Murkland.

Second year. Twelve weeks; thirty class periods and twenty periods expected preparation weekly.

The aim of this course is to give students experience in managing and teaching children in the elementary schools, both rural and graded. Teaching is done under the direction, but not necessarily in the presence, of skilled teachers, that the students may acquire habits of efficiency in teaching and school management with as little waste in time and energy as possible.

Education 3. Educational psychology. Mr. Durgin.

Second year. Twenty-four weeks; three class periods weekly.

The aims of this course are several: among them, to acquaint the students with such phases of the psychology of childhood as may be of value to them in teaching little children; to enable them to *think* education in terms of large units, in distinction from such mastery of details of management and instruction as may be acquired in practice and the study of specific subjects; to enable each student, through much classroom discussion, to gain from the training experi-

ences of others of her class a view of school experiences other than her own. Obviously, little is done with texts. Actual experiences form the basis of most discussions. These are supplemented by frequent recitations and by occasional lectures.

Education 4. History of education and educational sociology. Miss Cheney.

Second year. Twelve weeks; four class periods and one period expected preparation weekly.

The aim of this course is to give the future teacher a deeper appreciation and a broader view of her chosen profession.

Special Music Course.

This is a special course to which only third-year or more advanced students are admitted. It is highly important that each student shall have had some experience in teaching in the public schools before entering this class. At least a year's experience as a grade teacher is invaluable and almost indispensable.

In addition to the special course in music students are required to take English 7, Education 1 and Education 3. The course may be completed in one year or more, according to the ability of the student. The essential features of the course are indicated in the following statement: —

Music 3. Course for supervisors and special teachers of music in public schools. Mr. Brown. Thirty-six weeks; eight class periods and two periods expected preparation weekly.

The following phases of music in public education are developed: elementary: (*a*) music fundamentals and sight singing; (*b*) the aims, methods and courses as applied to the elementary schools, practice teaching and observation; (*c*) the child voice, its conservation and development; secondary: (*a*) harmony; (*b*) music appreciation; (*c*) chorus conducting.

Music 4. Observation and practice. Mr. Brown. Thirty-six weeks; twenty-four weeks' observation, six periods weekly; practice, twelve weeks, eight periods weekly; four periods expected preparation.

English 7. Special course in poetry. Miss Lovell. Thirty-six weeks; one class period and two periods expected preparation weekly.

The aim of this course is to give the student a knowledge and appreciation of our best poetry and the poetry suitable for children, choice English lyrics, the ballad and the works of those who have written much which children enjoy.

Education 5. History of education. Miss CHENEY. Thirty-six weeks; one class period and one period expected preparation weekly.

This subject is taken as a necessary part of the future teachers' professional equipment. General method; the lecture, with occasional outside readings by the students.

The Glee Club. The glee club is made up of the students in the special course in music and those members of the junior and senior classes who are able to pass the required examinations. The club meets for rehearsals once each week throughout the year, and takes part in the annual May festival.

Three-year Course.

This course will consist of the regular two-year course and one year's practice teaching in rural schools of Massachusetts.

Students taking this course will receive compensation while they are at work in these rural schools.

SCHOOLS OF OBSERVATION AND PRACTICE.

Facilities for observation and practice are very extensive at the State Normal School at Lowell. Both observation of and practice in the graded city institutions may be had at the Bartlett School and the New Moody Street School in the city of Lowell.

The building occupied by the Bartlett School is described in the report of the school committee as follows: —

The new Bartlett School building is the largest and the finest of the grammar school buildings in the city of Lowell. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the street for the first and two spacious stairways for the second. The upper floor is occupied by a handsome and well-lighted hall, capable of seating twelve hundred persons, with smaller rooms at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, storerooms for tools, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

The New Moody Street School is one of the newest of the large primary school buildings erected by the city of Lowell. It furnishes four rooms for training in primary grades.

The Bartlett and New Moody Street schools together give twenty rooms of elementary grade and a kindergarten for use in training.

The following agreement for the administration of these schools has been made during the present year by the city of Lowell and the Commonwealth: —

AGREEMENT BETWEEN THE COMMONWEALTH OF MASSACHUSETTS AND THE CITY OF LOWELL AS TO MAINTENANCE OF SCHOOLS OF OBSERVATION AND PRACTICE FOR THE USE OF THE STATE NORMAL SCHOOL AT LOWELL.

This agreement, made and entered into this fifth day of June, in the year one thousand nine hundred and fourteen, by and between the city of Lowell in the county of Middlesex and the Commonwealth of Massachusetts, acting through the school committee of said city of Lowell thereto duly authorized, parties of the first part, and the State Board of Education, acting for and in behalf of the Commonwealth of Massachusetts, as party of the second part, to establish and maintain as schools of observation and practice (hereafter to be known as training schools) the new Bartlett School, the New Moody Street School, and the Lexington Avenue School, in connection with the State Normal School at Lowell. *Witnesseth:* — *First.* — That the parties of the first part agree to assign to said training schools in the customary grades, including the kindergarten, not less than 700 pupils nor more than 1,000 pupils during each school year, these numbers to be based on average daily attendance.

Second. — The parties of the first part agree with the State Board of Education, acting for and in behalf of the Commonwealth, that the said Board of Education, under the order and superintendence of the school committee of Lowell, shall have full authority as to the number, salaries, selection, appointment, control and dismissal of principals, teachers, supervisors, instructors, janitors and other employees of the training schools, courses of study, textbooks and supplies, methods of instruction and discipline, and general management in said training schools.

Third. — That the principals, teachers, supervisors, instructors, janitors and other employees of the training schools shall be nominated by the principal of the normal school, with the approval of the State Board of Education, and elected by the school committee of Lowell; and that the discontinuance of service of any of the foregoing employees shall be effected by vote of the school committee of the city of Lowell, upon the recommendation of the principal of the normal school to the school committee, with the approval of the State Board of Education.

Fourth. — That the expenses of maintaining the training schools as provided in this agreement, not including cost of repairs, medical inspection and attendance service, shall be paid by the Commonwealth.

Fifth. — That the parties of the first part hereby agree to pay annually into the treasury of the Commonwealth in equal quarterly installments, on the fifteenth day of January, April, July and October, a sum of money equal to the product found by multiplying the per capita cost of instruction and maintenance, exclusive of the cost of repairs, medical inspection, and attendance service, in the kindergarten and elementary schools of Lowell for the preceding fiscal year ending December 31, by the average membership of the training schools for the same year. In each case the average membership in the schools shall be the basis of calculation. "Cost of instruction and maintenance" shall include, in each case, expenditures for salaries of supervisory officers, teachers and special instructors, transportation of pupils, janitor service, books, supplies, water, heat, light and all other expenses except expenses for repairs, medical inspection and attendance officers. It is understood that the textbooks, supplies and other equipment, purchased from time to time for use in said training schools and paid for out of this sum, shall be the property of the city of Lowell, but subject to the control and use of the State Board of Education in the training schools, as provided in this agreement: *provided,* that for the period between July 1, 1914, and Dec. 31, 1914, the amount to be paid by the city of Lowell into the treasury of the Commonwealth shall be a sum of money equal to four-tenths of the product found by multiplying the per capita cost of maintenance and instruction, as defined in this agreement, of the schools of the city of Lowell, for the fiscal year 1913 by the average membership for that year in the schools used as schools of observation and practice by the normal school during that year; to which shall be added the sum of $711.25, all of said money to be paid into the treasury of the Commonwealth in four equal installments, on September 1, October 1, November 1 and December 1 of the year 1914.

Sixth. — That the said Board of Education shall give to the pupils attending said training schools as good educational advantages as are, at any corresponding time, furnished by the average schools of the same grade in the city of Lowell. The city of Lowell guarantees to the graduates of said training schools the same privileges and opportunities of entrance to schools of higher grade as are afforded to the graduates of the other public schools of like rank of the city of Lowell.

Seventh. — That the school committee of the city of Lowell shall, by the proper officials, and at the expense of the city, enforce all laws relating to attendance, truants and incorrigibles and medical inspection, and that the school committee and its superintendent shall have the same rights of visiting and inspecting said training schools as in the other schools of the city.

Eighth. — That the estimates as to the average cost per pupil, as provided in this agreement, to the city of Lowell, shall be made jointly by the prin-

cipal of the normal school and the superintendent of schools of the city of Lowell, and the said estimates shall be approved by the school committee of the city of Lowell and the State Board of Education.

Ninth. — That this contract shall take effect on July 1, 1914.

Tenth. — That this agreement shall be subject to such modifications as shall mutually be agreed upon hereafter by the said city of Lowell and the Commonwealth.

Eleventh. — That this agreement does not so fully meet the requirements of section 5, chapter 457, Acts of 1894, as to prevent further provision for model and practice schools, in a manner to be agreed upon mutually by the said city and the Commonwealth.

Twelfth. — That this agreement may be modified or abrogated at any time hereafter by mutual agreement of the contracting parties, but shall not be abrogated by either party alone except after two years' notice in writing shall have been given to the other party hereto.

.....,

School Committee of the City of Lowell.

.....,

Board of Education.

For training in rural school work the State Normal School has available the Lexington Avenue School, a building just within the city limits, but strictly speaking an ungraded school of six grades. In the town of Tewksbury is an ungraded school of eight grades, north village, and a two-room building of eight grades in the south village. In South Chelmsford is another two-room building with eight grades, four grades to each room.

These schools give ample opportunity for observation and practice along rural school lines. Each senior is expected to spend a certain portion of her practice period in these rural schools.

Thus it will be seen that the practice facilities of the State Normal School at Lowell cover nearly all features of grade school work which the normal graduate may meet after taking up her work.

Special emphasis is placed upon this side of the normal school work. The conditions met by the pupil-teacher in her practice work are those of a regular public school, both in instruction and in discipline.

GENERAL INFORMATION.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents to investigate its methods, attend classes or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

Students.

Senior Class — 1914-15.

Bamforth, Dorothy,	Lowell.
Barnum, Olive Sabina,	Burlington.
Blanchard, Catherine Mary,	Bradford.
Boudreau, Ruth Beatrice,	Lowell.
Butler, Elizabeth Faustina,	Cambridge.
Carver, Pauline,	Dracut.
Chandler, Madeline Marie,	Everett.
Cilley, Annie Martha,	Northwood Centre, N. H.
Collins, Rita Marion,	Billerica.
Daley, Rose Margaret,	Haverhill.
Dean, Frances Ann,	Lawrence.
Deegan, Mary Josephine,	Somerville.
DeVoy, Christina Beatrice,	Lawrence.
Doherty, Gertrude Rita,	Woburn.
Dorman, Elinore Margaret,	Lawrence.
Dudley, Mary Gertrude,	Lowell.
Duffy, Alice Sophia,	Tewksbury.
Duffy, Helen Louise,	Tewksbury.
Dugas, Marie Antoinette,	Haverhill.
English, Gertrude Elizabeth,	South Groveland.
Faneuf, Helen Sophia,	Lowell.
Flynn, Margaret Frances,	Lowell.
Gallagher, Mary Agnes,	Dracut.
Godbout, Antonia Emily,	Lawrence.
Hagan, Margaret Marion,	Lawrence.
Hilton, Catherine Helen,	Lawrence.
Jacobs, Margaret Mary,	Cambridge.
Jantzen, Leonita Margaret,	Lowell.
Kimball, Marion Elsie,	Lowell.
Löfgren, Olga Ulrika,	Lowell.
Logan, Ruth Simpson,	Lowell.

Lowney, Christina Agnes,	Lowell.
Lybrand, Frances Ranney,	Lowell.
Lynch, Alice Helen,	Woburn.
MacFarlane, Mary Weir,	Methuen.
Mansfield, Mary Roberta,	Lowell.
Markey, Isabel Frances,	Lawrence.
Martin, Mary Agnes,	Lowell.
Martin, Mary Eleanor,	Winchester.
McDermott, Teresa Mary,	Lowell.
McHugh, Agnes Veracunda,	Lowell.
Moran, Emily Augusta,	Cambridge.
Moriarty, Catherine Cecilia,	Lawrence.
Moriarty, Mary Helen,	Bradford.
Murphy, Anna Katherine,	Haverhill.
Murphy, Mary Alice,	Lowell.
Murphy, Mary Alice,	North Chelmsford.
Murphy, Teresa,	Winchester.
O'Connell, Bridget Veracunda,	Lowell.
O'Hearn, Kathleen Margaret,	Lowell.
O'Leary, Helen Irene,	Haverhill.
Phair, Ethel Lillian,	Lawrence.
Pihl, Anna Martina Frances,	Lowell.
Reardon, Teresa Mary,	Lawrence.
Ring, Isabel Theresa,	Haverhill.
Rourke, Josephine Helen,	West Medford.
Rutherford, Irene Mary,	Lawrence.
Sandler, Mary Elizabeth,	Haverhill.
Shanahan, Florence Louise,	Lowell.
Spead, Mary Reginald,	Dracut.
Sullivan, Mary Anna,	Methuen.
Sweeney, Helen Alfreeda,	Winchester.
Towne, Agnes Pauline,	Bradford.
Trombly, Beatrice Viola,	Lawrence.
Tucker, Betridge Emmeline,	Winchendon.
Welch, Jennie Augusta,	South Lowell.
Whittemore, Ruth Elmira,	Chelmsford.
Wisbey, Florence Matilda,	Lowell.
Wright, Bertha Leigh,	North Chelmsford.

Junior Class — 1914-15.

Biggane, Catherine Agnes,	Cambridge.
Bourne, Bessie Josephine,	Ward Hill.
Brenner, Margaret Elizabeth,	Cambridge.
Brown, Lillian Margaret,	Cambridge.
Bruin, Margaret Frances,	Lowell.
Butler, Caroline Bernardine Marie,	Cambridge.
Callahan, Genevieve Agnes,	North Chelmsford.
Castles, Helen Agnes,	Lowell.
Center, Florence Caroline,	Hudson, N. H.
Cluff, Gertrude Lillian,	Lowell.
Conlon, Anna Marie,	Bradford.
Connell, Catherine Marie,	Cambridge.
Cummings, Irene Mary,	Lowell.
Curtin, Mary Elizabeth,	Haverhill.
Daley, Mary Katherine,	North Chelmsford.
Dempsey, Marie Sylvia,	Lawrence.
Dewhirst, Helen Lucile,	South Groveland.
DeVoy, Frances Elizabeth,	Lawrence.
Dinneen, Alice Katherine,	Lowell.
Donahue, Cathryn, Evelyn,	Bradford.
Donahue, Lilian Mary,	Nashua, N. H.
Dowler, Elizabeth Isabel,	Tewksbury.
Driscoll, Dorothy Ignatia,	Lowell.
Farrell, Mary Margaret,	Lowell.
Flahavan, Elizabeth Hickson,	Lowell.
Flahavan, Kathryn Hickson,	Lowell.
Gallagher, Mary Alice,	Lawrence.
Gallagher, Mary Katherine,	Lowell.
Garvey, Sabina Grace,	Woburn.
Gerety, Helen Frances,	Nashua, N. H.
Gerson, Ada Frances,	Lawrence.
Ginsberg, Nettie,	Lawrence.
Gordon, Mary Elizabeth,	Lowell.
Gould, Vernie Belle,	Lowell.
Grant, Grace Elizabeth,	Lawrence.
Graves, Achsah Marietta Virginia,	Lowell.
Gray, Mary Florence,	Lowell.
Hassett, Marie Genevieve,	Lowell.
Higgins, Mary Josephine,	Lawrence.

Horner, Nellie Dodge,	Lowell.
Humphrey, Stephen William,	Lawrence.
Jack, Emily Arvilla,	Haverhill.
James, Isabella Jane,	Lowell.
Jones, Olive Martha,	Tewksbury.
Joyce, Constance Mary,	Lawrence.
Keith, Georgianna Patricia,	Lowell.
Kenna, Lillian Cecilia,	West Newton.
Lafferty, Mary Catherine,	Woburn.
Lane, Elizabeth Magdalene,	Haverhill.
Lane, Honora Agnes,	Haverhill.
Le Moine, Alexandrine Eugenie,	Nashua, N. H.
Lennon, Dorothy Helena,	Haverhill.
Liston, Agnes Louise,	Lowell.
Luther, Mary Gladys,	Cambridge.
Lynch, Anna Elizabeth,	Cambridge.
Lynch, Alice Gertrude Teresa,	Cambridge.
Lynch, Josephine Theresa,	Lowell.
Lyons, Helen Gertrude,	Lowell.
Maguire, Mary Ruth,	Dracut.
Mahoney, Louise Florence,	Lowell.
Mahoney, Marguerite Mary,	Cambridge.
McAloon, Harriett Louise,	Lowell.
McCoy, Katheryne Elizabeth,	North Chelmsford.
McElroy, Marion Ruth,	Lawrence.
McGovern, Edith Mary,	Bradford.
McKenna, Elizabeth Eileen Rita,	Lawrence.
McKittrick, Eunice Augusta,	Woburn.
McMahon, Mary Josephine,	Lawrence.
Moloney, Stella Gertrude,	Lowell.
Moran, Marguerite Mary,	Lawrence.
Mullen, Margaret Agnes,	South Groveland.
Murphy, Margaret Magdalene,	Lowell.
Murray, Annie Gray,	Woburn.
Murray, Grace Dorothy,	Lawrence.
Nickerson, Eleanor Elvyn,	North Billerica.
Noonan, Mary Jane,	Bradford.
O'Brien, Gertrude Frances,	Lowell.
O'Brien, Louise Mary,	Lawrence.
O'Connor, Mary Teresa,	Lawrence.
Payette, Laetitia Ida,	Lowell.

Piper, Doris Evelyn,	Andover.
Purcell, Margaret Louise,	Arlington.
Ready, Alice Gertrude,	Lowell.
Reed, Grace Veracunda,	Lowell.
Rich, Elaine Goodale,	Lowell.
Riley, Alice Mary,	Lowell.
Riordan, Dorothy Fay,	Lowell.
Ryan, Anastasia Bernadette,	Lowell.
Smart, Etta Foss,	Haverhill.
Spaulding, Blanche Lydia,	Chelmsford.
Stevens, Hazel,	Lowell.
Sullivan, Helen Madeline,	Lowell.
Sutcliffe, Dorothy,	Lawrence.
Tingley, Ruth Helen,	Tewksbury.
Wallace, Zilpha Ernestine,	Haverhill.
Warley, Lotta M.,	North Chelmsford.
Weinbeck, Hazel,	Lowell.
Welch, Helen Margaret,	Cambridge.
White, Alecia Winifred,	Bradford.
White, Freda Ellen,	Lowell.
Wilkins, Edith Augusta,	South Chelmsford.

Special Students — 1914-15.

Davis, Linnie E.,	Manchester.
Greene, Charlotte,	Lowell.
McCarthy, Corinne Frances,	Pittsfield.
Mekkleson, Bertha,	East Acton.
Prescott, Aleta Alice,	Lawrence.
Roache, Vera Baylis,	Malden.

Three-year Course.

Concannon, Mary Frances,[1]	Lowell.
Murphy, Irene Elinor,[2]	Winchester.

[1] Teaching in Holden.

[2] Teaching in Hadley.

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UNIVERSITY OF ILLINOIS

STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS

1916

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STATE NORMAL SCHOOL

LOWELL, MASSACHUSETTS

NINETEENTH YEAR

1916-1917

Approved by
The State Board of Publication.

State Board of Education.

1916.

BY APPOINTMENT.

Term expires May 1.		
1916.	FREDERICK P. FISH,	BROOKLINE.
1917.	JEREMIAH E. BURKE,	BOSTON.
1916.	ELLA LYMAN CABOT,	BOSTON.
1918.	JAMES CHALMERS,	FITCHBURG.
1918.	A. LINCOLN FILENE,	BOSTON.
1917.	THOMAS B. FITZPATRICK,	BROOKLINE.
1916.	FREDERICK W. HAMILTON,	CAMBRIDGE.
1917.	PAUL H. HANUS,	CAMBRIDGE.
1918.	MARGARET SLATTERY,	MALDEN.

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E. C. BALDWIN, ... *Business Agent.*

Faculty.

JOHN J. MAHONEY, PRINCIPAL,	*Psychology.*
CLARENCE M. WEED,	*Nature study and school gardening.*
JOSEPHINE W. CHUTE,	*Drawing and practical arts.*
MIRION H. MILNER,	*Physical education and hygiene.*
SARAH E. LOVELL,	*English.*
ALBERT EDMUND BROWN,	*Music and English diction.*
CHARLOTTE M. MURKLAND,	*Supervisor of practice.*
WILLIAM E. RILEY,	*Penmanship and reading methods.* *Supervisor of rural schools.*
ELIZABETH M. HUMPHREY,	*Physical education.*
BLANCHE A. CHENEY,	*History, history of education, civics.*
FRANCES CLARK,	*Geography and mathematics.*
ETHEL E. KIMBALL,	*Secretary and librarian.*

Practice Department.

Bartlett Training School, Lowell.

HERBERT D. BIXBY, ... PRINCIPAL.

BELLE A. PRESCOTT,	Seventh, eighth and ninth grades,	*Literature.*
AMY L. TUCKE,		*Arithmetic and music.*
ALICE D. SUNBURY,		*Grammar and domestic science.*
SARA E. AMES,		*History, civics and sewing.*
KATHLEEN E. DRISCOLL,		*Geography.*
CHARLES SEEDE,		*Manual Training.*
CELIA STANDISH,		*English.*
BELLE F. BATCHELDER,		Sixth grade.
MARIA W. ROBERTS,		Fifth grade.
KATHERINE FARLEY,		Fifth grade.
A. GERTRUDE STILES,		Fourth grade.
E. BELLE PERHAM,		Fourth grade.
——— ———,		Third grade.
BERTHA M. SHERBURNE,		Second grade.
ELEANOR J. LE LACHEUR,		Second grade.
ESSIE E. ROCHE,		First grade.
MARY E. SNOW,		First grade.
M. BEATRICE SHEA,		Assistant.
HELEN W. NOYES,		Principal of kindergarten.
——— ———,		Assistant.

New Moody Street Training School, Lowell.

Addie B. Merrill,	Third grade.
Grace C. Delaney,	Third grade.
Anna I. Cassidy,	Second grade.
Maude M. Hardy,	First grade.

Lexington Avenue Training School, Lowell.

Carrie M. Hart,	*Teacher.*

North Tewksbury Training School.

Kathleen Marsh,	*Teacher.*

South Tewksbury Training School.

Ellen L. Daley,	*Teacher.*
Mary J. Reardon,	*Teacher.*

South Chelmsford Training School.

Ruth D. Crawford,	*Teacher.*
Mabel E. Haggerty,	*Teacher.*

The School Calendar.

1916.

Graduation.
Tuesday, June 20.

First Entrance Examinations.[1]
June 22 and 23.

Midsummer Vacation.

Second Entrance Examinations.[1]
September 5 and 6.

School Year Begins.
Thursday, September 7.

Columbus Day.
October 12.

Thanksgiving Recess.
November 30 and December 1.

Christmas Recess.
Week of December 24.

1917.

Spring Recesses.
Week of February 25.
Week of April 29.

Patriot's Day.
April 19.

Memorial Day.
May 30.

Graduation.
June 19.

First Entrance Examinations.
June 21 and 22.

Midsummer Vacation.

Second Entrance Examinations.
September 4 and 5.

School begins September 6.

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[1] See page 15.

Alumni Association.

Rose Geary, '10,	*President.*
Frances Donovan Mahoney, '06,	*Vice-President.*
Regina Frappier, '10,	*Secretary.*
Ruth D. Crawford, '11,	*Treasurer.*

Executive Committee.

1899.	
Elizabeth Dame.	Alice R. Jenkins.
1900.	
Helen Swain.	Annie Donoghue.
1901.	
Bertha Sherburne.	—— ——
1902.	
—— ——	—— ——
1903.	
Caroline Downey.	Ethel Hale.
1904.	
Bertha Marshall Dow.	—— ——
1905.	
Susan Griffin.	—— ——
1906.	
Anna Coffey.	Mary McGowan.
1907.	
—— ——	—— ——
1908.	
Genevieve Jantzen.	Katherine Sullivan.
1909.	
Alice Gallagher.	Florence Archibald.
1910.	
Etta O'Neil.	Ellen L. Daley.
1911.	
Mabel E. Haggerty.	Gertrude Keyes.
1912.	
Irene Simmons.	—— ——
1913.	
Minnie Miller.	Elizabeth Jacobs.
1914.	
Ruth Crowell.	Gertrude Weinbeck.

State Normal School.

Lowell, Massachusetts.

LOCATION.

The Lowell Normal School was established by an act of Legislature approved January 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils October 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance to the Boston & Maine station.

AIM AND PURPOSE OF SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State normal school, as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge: First of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION.

The admission requirements are as follows: —

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age

of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities, or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B," and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition, . . . 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra,	1 unit.
(3) Geometry,	1 unit.
(4) History,[1]	1, 2 or 3 units.
(5) Latin,	2, 3 or 4 units.
(6) French,	2 or 3 units.
(7) German,	2 or 3 units.
(8) Physics,	1 unit.
(9) Chemistry,	1 unit.
(10) Biology, botany or zoölogy,	½ or 1 unit.
(11) Physical geography,	½ or 1 unit.
(12) Physiology and hygiene,	½ or 1 unit.
(13) General science,	½ or 1 unit.
(14) Drawing,	½ or 1 unit.
(15) Household arts,	1 or 2 units.
(16) Manual training,	1 unit.
(17) Stenography, including typewriting,	1 or 2 units.
(18) Bookkeeping,	1 unit.
(19) Commercial geography,	½ or 1 unit.
(20) Arithmetic,	½ or 1 unit.

For the present the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V. must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under

[1] History includes ancient, mediæval and modern; English history, American history and civics, and current events.

"C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B."

In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (*a*) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission require-

ments, and when his work in the school in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(*b*) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (*a*) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS.

THURSDAY, JUNE 22, 1916.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Geometry.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	History.	4.00–5.00.	General science.
11.30–12.30.	Algebra.		

FRIDAY, JUNE 23, 1916.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Chemistry, physics.
8.30– 9.30.	Drawing, stenography.	2.30–3.30.	Physiology, bookkeeping.
9.30–11.00.	French, German, current events.	3.30–4.30.	Biology, botany, zoölogy.
11.00–12.00.	Physical geography, commercial geography.	4.30–5.30.	Household arts or manual training.

TUESDAY, SEPTEMBER 5, 1916.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Geometry.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	History.	4.00–5.00.	General science.
11.30–12.30.	Algebra.		

WEDNESDAY, SEPTEMBER 6, 1916.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Chemistry, physics.
8.30– 9.30.	Drawing, stenography.	2.30–3.30.	Physiology, bookkeeping.
9.30–11.00.	French, German, current events.	3.30–4.30.	Biology, botany, zoölogy.
11.00–12.00.	Physical geography, commercial geography.	4.30–5.30.	Household arts or manual training.

NOTE. — New classes will be admitted at the beginning of the fall term only. The studies of the course are arranged progressively from that time; it is important, therefore, that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June.

CURRICULA.

1. Department for Elementary School Teachers.

Designed primarily for students preparing to teach in the first six grades of elementary schools, and rural schools of all grades.

A period is forty-five minutes in length.

Name and Number of Course.	Number of Weeks.	Periods Weekly.	
		In Class.	Expected Preparation.
First Year.			
English Language 1,	19	3	2
English Language 3,	38	2	2
English Language 5,	38	2	2
Literature 1,	19	3	2
Arithmetic 1,	38	2	1
Geography 1,	38	2	1
Physical Education 1,	38	4	–
Physical Education 3,	38	2	–
History 1,	38	3	2
Drawing 1,	38	3	2
Practical Science 1,	38	4	2
Music 1,	38	3	2
Education 1,	8	10	5
Second Year.			
English Language 2,	13	4	2
English Language 4,	26	1	2
English Language 6,	26	1	2
Literature 2,	13	4	2
Arithmetic 2,	26	1	1
Geography 2,	26	2	1
Physical Education 2,	26	4	–
Physical Education 4,	26	2	–
History and Social Science 1,	13	4	2
Practical Arts 1,	26	3	2
Music 2,	26	3	2
Education 3,	26	2	3
Education 4,	13	4	1
Education 2,	12	30	20

2. Department for Music Supervisors.

Designed for students preparing to become supervisors of public school music.

Name and Number of Course.	Number of Weeks.	Periods Weekly.	
		In Class.	Expected Preparation.
Music 3,	36	8	2
Music 4,	36	14	4
English 7,	36	1	2
Education 5,	36	1	1
Education 3,	36	3	–

Brief Description of Courses Offered.

ENGLISH LANGUAGE.

English Language 1. Oral and written expression. Miss Lovell.
First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to give the student a thorough knowledge of our new course of study in English, "a course which is definite in its aim, clear and simple in its requirements grade by grade, suggestive and economical as to its methods."

English Language 2. Language and composition. Miss Lovell.
Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The course includes further drill on the essentials of language work as outlined in our new course of study.

English Language 3. Oral reading. Mr. Riley.
First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim of the course is to prepare the students to teach the mechanics of reading and to acquaint them with the latest methods of teaching reading.

English Language 4. Oral reading. Mr. Riley.
Second year. Twenty-six weeks; one class period and two periods expected preparation weekly.

The aim of this course is to train students in the selection of content, and to acquaint them with the best methods of teaching silent reading.

English Language 5. Penmanship. Mr. Riley.

First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim is to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

English Language 6. Methods course in penmanship. Mr. Riley.

Second year. Twenty-six weeks; one class period and two periods expected preparation weekly.

The aim is to prepare the students to train their pupils to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

LITERATURE.

Literature 1. Children's literature. Miss Lovell.

First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

The work in literature gives the student aims, methods and material for the teaching of the poems and stories adapted to the first six grades in particular. The student is also given a wider appreciation and understanding of the reading selected for higher grades.

Literature 2. Children's literature. Miss Lovell.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to make the student an effective teacher of children's literature. By reports, discussions and class reading the student is given a wider knowledge of children's literature and an understanding and appreciation of the works of our best English and American authors.

ARITHMETIC.

Arithmetic 1. General course. Miss Clark.

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students for the development of the subject-matter of the first four grades. Notes, plans and objective material are accumulated.

Arithmetic 2. Methods course. Miss Clark.

Second year. Twenty-six weeks; one class period and one period expected preparation weekly.

This is a continuation of Course 1, with the special aim of preparing pupils for arithmetic work in grades 5 and 6. It includes plans for the development of fractions, common and decimal; simple percentage and mensuration; and applied problems.

GEOGRAPHY.

Geography 1. General course. Miss Clark.

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students for work in the first four grades of elementary schools. The course includes the observation of weather conditions and the making of weather records, the study of peoples, occupations, surface features, the Merrimac River as a type, map development with sandboard construction and current events.

Geography 2. Methods course. Miss Clark.

Second year. Twenty-six weeks; two class periods and one period expected preparation weekly.

This is a continuation of Course 1, and includes mathematical, physical and commercial geography, with type studies of glaciers, great river and mountain systems, the great cities, cotton, wool, silk, coal, iron, grazing, wheat, corn, sugar, irrigation, etc. The course also includes field work, current events, lesson plans and the accumulation of objective material.

PHYSICAL EDUCATION.

Physical Education 1. Gymnastics and calisthenics. Miss Humphrey.

First year. Thirty-eight weeks; four class periods weekly.

A content and methods course in games, dancing, calisthenics and playground activities for elementary schools, — teaching, with special reference to rural schools, such forms of play and recreation as may lend themselves most readily to performance in social life, special attention being given to the development of dancing and recreation for the pupils of country communities.

Physical Education 2. Gymnastics and playground. Miss Milner.

Second year. Twenty-six weeks; four class periods weekly.

This course aims to give students: first, knowledge and appreciation of play and its function in the life of the child; second, a practical knowledge of play, games and dances, their organization and management, with adaptation to classroom and playground. Private instruction in corrective work for the normal student's immediate individual need is also included.

Physical Education 3. Personal hygiene. Miss Milner.

First year. Thirty-eight weeks; two periods weekly.

The aim of this course is to secure in the normal student settled habits in care of the body which will lead toward stronger, healthier and more efficient lives. Such habits can be secured only by repeated action; therefore the student

must be trained to insist on immediate and continuous application of every principle taught, — first for herself, later for the children under her care. She must be trained to give to the individual child the special attention which his necessities demand. She must live hygiene and train her children step by step to do the same.

Physical Education 4. School hygiene and sanitation. Miss Milner.

Second year. Twenty-six weeks; two periods weekly.

This course aims to train students to consider the physical welfare of the school child through the study of the lighting, heating and ventilation of the school room, school furniture, drainage, water supply and the relation of the school to contagious disease. Frequent clinics are held at the practice school, where the students observe children under examination by the school physician for symptoms of communicable diseases and conditions.

HISTORY.

History 1. General course. Miss Cheney.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to prepare students for efficient teaching of history in the first six grades; the general method, — much practice in planning and teaching of type lessons; collection of historical material for future use in the grades; occasional visits to historical places, etc.

History and Social Science 1. Community civics. Miss Cheney.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to prepare students, by a systematic study of community life, to train their pupils to an intelligent and serviceable citizenship; general method; — study of local community and its various political, social and industrial agencies through personal investigation; active participation in student's own civic life; teaching of type lessons; collection of notes and illustrative material, etc.

DRAWING.

Drawing 1. General course. Miss Chute.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with the subject-matter of drawing in the first six grades, with best methods of presenting the same. This includes much practice in drawing.

PRACTICAL ARTS AND PRACTICAL SCIENCE.

Practical Arts 1. General course. Miss Chute.

Second year. Twenty-six weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with definite practical arts projects that can be carried out in elementary schools without special equipment.

Practical Science 1. Nature study and school gardening. Mr. Weed.

First year. Thirty-eight weeks; four class periods and two periods expected preparation weekly.

A comprehensive course aiming to prepare teachers to conduct work in nature study and gardening in the first six grades of elementary schools. It is based on personal observation of the more important phases of nature study, elementary science and school gardening.

MUSIC.

Music 1. General course. Mr. Brown.

First year. Thirty-eight weeks; two class periods and one chorus period and two periods expected preparation weekly.

This course provides instruction in the following: (*a*) music fundamentals and sight singing; (*b*) the aims, methods and courses of study as applied to the elementary schools; (*c*) the child voice, its conservation and development; (*d*) the best methods of presenting the subject to children in the first six grades.

Music 2. General course. Mr. Brown.

Second year. Twenty-six weeks; two class periods and one chorus period and two periods expected preparation weekly.

This course, which is a continuation of the first year in music, is intended to give the student a working knowledge of all the fundamentals of music, together with the methods of presenting the same to children.

EDUCATION.

Education 1. Observation and supervised practice. Miss Murkland.

First year. Eight weeks; ten class periods and five periods expected preparation weekly.

The aim of this course is to give students an empirical knowledge of children and of the teaching process. The course includes observation and teaching, under the immediate direction of skilled teachers, in the kindergarten and first six grades, with discussion of lessons observed and taught by students.

Education 2. Practice teaching. Miss Murkland.

Second year. Twelve weeks; thirty class periods and twenty periods expected preparation weekly.

The aim of this course is to give students experience in managing and teaching children in the elementary schools, both rural and graded. Teaching is done under the direction, but not necessarily in the presence, of skilled teachers, that the students may acquire habits of efficiency in teaching and school management with as little waste in time and energy as possible.

Education 3. Educational psychology. Mr. Mahoney.

Second year. Twenty-six weeks; two class periods weekly and three periods expected preparation weekly.

A course intended to acquaint the student with the fundamental principles of the psychology of the child. The emphasis is laid on the application of these principles to method of teaching. Assigned readings, reports, lectures, class discussions, experiments, observations.

Education 4. History of education and educational sociology. Miss Cheney.

Second year. Thirteen weeks; four class periods and one period expected preparation weekly.

The aim of this course is to give the future teacher a deeper appreciation and a broader view of her chosen profession.

This course includes not only the history of education in past times, but also a study of modern education, particularly of the present-day problems in education.

Special Music Course.

This is a special course to which only third-year or more advanced students are admitted. It is highly important that each student shall have had some experience in teaching in the public schools before entering this class. At least a year's experience as a grade teacher is invaluable and almost indispensable.

In addition to the special course in music students are required to take English 7, Education 1 and Education 3. The course may be completed in one year or more, according to the ability of the student. The essential features of the course are indicated in the following statement: —

Music 3. Course for supervisors and special teachers of music in public schools. Mr. Brown. Thirty-six weeks; eight class periods and two periods expected preparation weekly.

The following phases of music in public education are developed: elementary: (*a*) music fundamentals and sight singing; (*b*) the aims, methods and courses as applied to the elementary schools, practice teaching and observation; (*c*) the child voice, its conservation and development; secondary: (*a*) music appreciation; (*b*) chorus conducting.

Music 4. Observation and practice. Mr. Brown. Thirty-six weeks; twenty-four weeks' observation, six periods weekly; practice, twelve weeks, eight periods weekly; four periods expected preparation.

English 7. Special course in poetry. Miss Lovell. Thirty-six weeks; one class period and two periods expected preparation weekly.

The aim of this course is to give the student a knowledge and appreciation of our best poetry and the poetry suitable for children, choice English lyrics, the ballad and the works of those who have written much which children enjoy.

Education 5. History of education. Miss Cheney. Thirty-six weeks; one class period and one period expected preparation weekly.

This subject is taken as a necessary part of the future teachers' professional equipment. General method; the lecture, with occasional outside readings by the students.

The Glee Club. The glee club is made up of the students in the special course in music and those members of the junior and senior classes who are able to pass the required examinations. The club meets for rehearsals once each week throughout the year.

Three-year Course.

This course will consist of the regular two-year course and one year's practice teaching in rural schools of Massachusetts.

Students taking this course will receive compensation while they are at work in these rural schools.

SCHOOLS OF OBSERVATION AND PRACTICE.

Facilities for observation and practice are very extensive at the State Normal School at Lowell. Both observation of and practice in the graded city institutions may be had at the Bartlett School and the New Moody Street School in the city of Lowell.

The building occupied by the Bartlett School is described in t e report of the school committee as follows: —

The new Bartlett School building is the largest and the finest of the grammar school buildings in the city of Lowell. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the street for the first and two spacious stairways for the second. The upper floor is occupied by a handsome and well-lighted hall, capable of seating twelve hundred persons, with smaller rooms at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, storerooms for tools, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

The New Moody Street School is one of the newest of the large primary school buildings erected by the city of Lowell. It furnishes four rooms for training in primary grades.

The Bartlett and New Moody Street schools together give twenty rooms of elementary grade and a kindergarten for use in training.

The following agreement for the administration of these schools has been made during the present year by the city of Lowell and the Commonwealth: —

AGREEMENT BETWEEN THE COMMONWEALTH OF MASSACHUSETTS AND THE CITY OF LOWELL AS TO MAINTENANCE OF SCHOOLS OF OBSERVATION AND PRACTICE FOR THE USE OF THE STATE NORMAL SCHOOL AT LOWELL.

This agreement, made and entered into this fifth day of June, in the year one thousand nine hundred and fourteen, by and between the city of Lowell in the county of Middlesex and the Commonwealth of Massachusetts, acting through the school committee of said city of Lowell thereto duly authorized, parties of the first part, and the State Board of Education, acting for and in behalf of the Commonwealth of Massachusetts, as party of the second part, to establish and maintain as schools of observation and practice (hereafter to be known as training schools) the new Bartlett School, the New Moody Street School, and the Lexington Avenue School, in connection with the State Normal School at Lowell. *Witnesseth: — First.* — That the parties of the first part agree to assign to said training schools in the customary grades, including the kindergarten, not less than 700 pupils nor more than 1,000 pupils during each school year, these numbers to be based on average daily attendance.

Second. — The parties of the first part agree with the State Board of Education, acting for and in behalf of the Commonwealth, that the said

Board of Education, under the order and superintendence of the school committee of Lowell, shall have full authority as to the number, salaries, selection, appointment, control and dismissal of principals, teachers, supervisors, instructors, janitors and other employees of the training schools, courses of study, textbooks and supplies, methods of instruction and discipline, and general management in said training schools.

Third. — That the principals, teachers, supervisors, instructors, janitors and other employees of the training schools shall be nominated by the principal of the normal school, with the approval of the State Board of Education, and elected by the school committee of Lowell; and that the discontinuance of service of any of the foregoing employees shall be effected by vote of the school committee of the city of Lowell, upon the recommendation of the principal of the normal school to the school committee, with the approval of the State Board of Education.

Fourth. — That the expenses of maintaining the training schools as provided in this agreement, not including cost of repairs, medical inspection and attendance service, shall be paid by the Commonwealth.

Fifth. — That the parties of the first part hereby agree to pay annually into the treasury of the Commonwealth in equal quarterly installments, on the fifteenth day of January, April, July and October, a sum of money equal to the product found by multiplying the per capita cost of instruction and maintenance, exclusive of the cost of repairs, medical inspection, and attendance service, in the kindergarten and elementary schools of Lowell for the preceding fiscal year ending December 31, by the average membership of the training schools for the same year. In each case the average membership in the schools shall be the basis of calculation. "Cost of instruction and maintenance" shall include, in each case, expenditures for salaries of supervisory officers, teachers and special instructors, transportation of pupils, janitor service, books, supplies, water, heat, light and all other expenses except expenses for repairs, medical inspection and attendance officers. It is understood that the textbooks, supplies and other equipment, purchased from time to time for use in said training schools and paid for out of this sum, shall be the property of the city of Lowell, but subject to the control and use of the State Board of Education in the training schools, as provided in this agreement: *provided*, that for the period between July 1, 1914, and Dec. 31, 1914, the amount to be paid by the city of Lowell into the treasury of the Commonwealth shall be a sum of money equal to four-tenths of the product found by multiplying the per capita cost of maintenance and instruction, as defined in this agreement, of the schools of the city of Lowell, for the fiscal year 1913 by the average membership for that year in the schools used as schools of observation and practice by the normal school during that year; to which shall be added the sum of $711.25, all of said money to be paid into the treasury of the Commonwealth in four equal installments, on September 1, October 1, November 1 and December 1 of the year 1914.

Sixth. — That the said Board of Education shall give to the pupils at-

tending said training schools as good educational advantages as are, at any corresponding time, furnished by the average schools of the same grade in the city of Lowell. The city of Lowell guarantees to the graduates of said training schools the same privileges and opportunities of entrance to schools of higher grade as are afforded to the graduates of the other public schools of like rank of the city of Lowell.

Seventh. — That the school committee of the city of Lowell shall, by the proper officials, and at the expense of the city, enforce all laws relating to attendance, truants and incorrigibles and medical inspection, and that the school committee and its superintendent shall have the same rights of visiting and inspecting said training schools as in the other schools of the city.

Eighth. — That the estimates as to the average cost per pupil, as provided in this agreement, to the city of Lowell, shall be made jointly by the principal of the normal school and the superintendent of schools of the city of Lowell, and the said estimates shall be approved by the school committee of the city of Lowell and the State Board of Education.

Ninth. — That this contract shall take effect on July 1, 1914.

Tenth. — That this agreement shall be subject to such modifications as shall mutually be agreed upon hereafter by the said city of Lowell and the Commonwealth.

Eleventh. — That this agreement does not so fully meet the requirements of section 5, chapter 457, Acts of 1894, as to prevent further provision for model and practice schools, in a manner to be agreed upon mutually by the said city and the Commonwealth.

Twelfth. — That this agreement may be modified or abrogated at any time hereafter by mutual agreement of the contracting parties, but shall not be abrogated by either party alone except after two years' notice in writing shall have been given to the other party hereto.

.....,

School Committee of the City of Lowell.

.....,

Board of Education.

For training in rural school work the State Normal School has available the Lexington Avenue School, a building just within the city limits, but strictly speaking an ungraded school of six grades. In the town of Tewksbury is an ungraded school of eight grades, north village, and a two-room building of eight grades in the south village. In South Chelmsford is another two-room building with eight grades, four grades to each room.

These schools give ample opportunity for observation and practice along rural school lines. Each senior is expected to spend a certain portion of her practice period in these rural schools.

Thus it will be seen that the practice facilities of the State Normal School at Lowell cover nearly all features of grade school work which the normal graduate may meet after taking up her work.

Special emphasis is placed upon this side of the normal school work. The conditions met by the pupil-teacher in her practice work are those of a regular public school, both in instruction and in discipline.

GENERAL INFORMATION.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of $25 for each half year.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

The school possesses a very attractive lunch room, where hot luncheons are served by the pupils of the Lowell Vocational School, which is situated close by. The food is prepared on the premises and served at cost.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents to investigate its methods, attend classes or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

Students.

Senior Class — 1915-16.

Biggane, Catherine Agnes,	Cambridge.
Bourne, Bessie Josephine,	Ward Hill.
Brenner, Margaret Elizabeth,	Cambridge.
Brown, Lillian Margaret,	Cambridge.
Bruin, Margaret Frances,	Lowell.
Butler, Caroline Bernardine Marie,	Cambridge.
Callahan, Genevieve Agnes,	North Chelmsford.
Castles, Helen Agnes,	Lowell.
Center, Florence Caroline,	Hudson, N. H.
Cluff, Gertrude Lillian,	Lowell.
Conlon, Anna Marie,	Bradford.
Connell, Catherine Marie,	Cambridge.
Cummings, Irene Mary,	Lowell.
Curtin, Mary Elizabeth,	Haverhill.
Daley, Mary Katherine,	North Chelmsford.
Dempsey, Marie Sylvia,	Lawrence.
Dewhirst, Helen Lucile,	South Groveland.
DeVoy, Frances Elizabeth,	Lawrence.
Dinneen, Alice Katherine,	Lowell.
Donahue, Cathryn Evelyn,	Bradford.
Donahue, Lilian Mary,	Nashua, N. H.
Dowler, Elizabeth Isabel,	Tewksbury.
Driscoll, Dorothy Ignatia,	Lowell.
Farrell, Mary Margaret,	Lowell.
Flahavan, Elizabeth Hickson,	Lowell.
Flahavan, Kathryn Hickson,	Lowell.
Gallagher, Mary Alice,	Lawrence.
Gallagher, Mary Katherine,	Lowell.
Garvey, Sabina Grace,	Woburn.
Gerety, Helen Frances,	Nashua, N. H.
Gerson, Ada Frances,	Lawrence.
Ginsburg, Nettie,	Lawrence.
Gordon, Mary Elizabeth,	Lowell.
Gould, Vernie Belle,	Lowell.

Grant, Grace Elizabeth,	Lawrence.
Gray, Mary Florence,	Lowell.
Hassett, Marie Genevieve,	Lowell.
Higgins, Mary Josephine,	Lawrence.
Horner, Nellie Dodge,	Lowell.
Humphrey, Stephen William,	Lawrence.
Jack, Emily Arvilla,	Haverhill.
James, Isabella Jane,	Lowell.
Jones, Olive Martha,	Tewksbury.
Joyce, Constance Mary,	Lawrence.
Kenna, Lillian Cecilia,	West Newton.
Lafferty, Mary Catherine,	Woburn.
Lane, Elizabeth Magdalene,	Haverhill.
Lane, Honora Agnes,	Haverhill.
Le Moine, Alexandrine Eugenie,	Nashua, N. H.
Lennon, Dorothy Helena,	Haverhill.
Liston, Agnes Louise,	Lowell.
Lynch, Anna Elizabeth,	Cambridge.
Lynch, Alice Gertrude Teresa,	Cambridge.
Lynch, Josephine Theresa,	Lowell.
Lyons, Helen Gertrude,	Lowell.
Maguire, Mary Ruth,	Dracut.
Mahoney, Louise Florence,	Lowell.
Mahoney, Marguerite Mary,	Cambridge.
McAloon, Harriett Louise,	Lowell.
McCoy, Katheryne Elizabeth,	North Chelmsford.
McElroy, Marion Ruth,	Lawrence.
McGovern, Edith Mary,	Bradford.
McKenna, Elizabeth Eileen Rita,	Lawrence.
McKittrick, Eunice Augusta,	Woburn.
McMahon, Mary Josephine,	Lawrence.
Moloney, Stella Gertrude,	Lowell.
Moran, Marguerite Mary,	Lawrence.
Mullen, Margaret Agnes,	South Groveland.
Murphy, Margaret Magdalene,	Lowell.
Murray, Annie Gray,	Woburn.
Murray, Grace Dorothy,	Lawrence.
Nickerson, Eleanor Elvyn,	North Billerica.
Noonan, Mary Jane,	Bradford.
O'Brien, Gertrude Frances,	Lowell.
O'Brien, Louise Mary,	Lawrence.
O'Connor, Mary Teresa,	Lawrence.

Payette, Laetitia Ida,	Lowell.
Piper, Doris Evelyn,	Andover.
Purcell, Margaret Louise,	Arlington.
Ready, Alice Gertrude,	Lowell.
Reed, Grace Veracunda,	Lowell.
Riordan, Dorothy Fay,	Lowell.
Ryan, Anastasia Bernadette,	Lowell.
Spaulding, Blanche Lydia,	Chelmsford.
Stevens, Hazel,	Lowell.
Sullivan, Helen Madeline,	Lowell.
Sutcliffe, Dorothy,	Lawrence.
Tingley, Ruth Helen,	Tewksbury.
Wallace, Zilpha Ernestine,	Haverhill.
Warley, Lotta M.,	North Chelmsford.
Weinbeck, Hazel,	Lowell.
Welch, Helen Margaret,	Cambridge.
White, Alecia Winifred,	Bradford.
White, Freda Ellen,	Lowell.

Junior Class — 1915-16.

Anderson, Clara,	West Chelmsford.
Arnold, Virginia Irene,	Andover.
Barret, Mary Genevieve,	Lawrence.
Baylake, Lillian Frances,	Nashua, N. H.
Blaisdell, Mildred Ethel,	Tewksbury.
Blustein, Celia Jeannette,	Haverhill.
Borg, Thelma Agnes,	Chelmsford.
Brady, Helen Margaret,	Lowell.
Breakey, Marietta Beatrice,	Lowell.
Brendlen, Harriet,	Lawrence.
Brooks, Isabel,	Woburn.
Brown, Jessie Wilma,	Claremont, N. H.
Burdick, Dorothy Elizabeth,	Lowell.
Callahan, Gertrude Irene,	Woburn.
Calnan, Lillian Adelaide,	Lawrence.
Carey, Anna Louise,	Lawrence.
Carey, Gertrude Theodora,	Haverhill.
Carlson, Violet May Eleanor,	Lowell.
Carter, Mildred Eulalie,	Lawrence.
Cochran, Margaret Elizabeth,	Lawrence.

Cohen, Nina Manilla,	Haverhill.
Colby, Jessie Beatrice,	Hillsboro, N. H.
Comber, Mary Clare,	Lawrence.
Common, Margaret,	Lowell.
Condon, Henrietta Elizabeth,	Lowell.
Conley, Florence Mary,	Haverhill.
Cox, Sylvia May,	Andover.
Crawford, Marion Frances,	Groveland.
Cronk, Eva Mae,	Methuen.
Crowley, Helen Mary,	Lowell.
Davis, Helen Gladys,	Lawrence.
Delaney, Marion Ursula,	Lawrence.
Dole, Bernice Atwood,	Billerica.
Delaney, Marion Ursula,	Lawrence.
Dole, Bernice Atwood,	Billerica.
Durgin, Margaret Mary,	Lawrence.
Durkee, Marjorie Elizabeth,	Bradford.
Early, Mary Esther,	Lowell.
Eastman, Margery Fowle,	Woburn.
Egan, Mary Agnes,	Lowell.
Fadden, Hope Antoinette,	Lowell.
Farley, Katherine Louise,	Dracut.
Finning, Mary Catherine,	Nashua, N. H.
Flynn, Alice May,	Lowell.
Gallagher, Catherine Florence,	Lawrence.
Ganley, Frances Augusta,	Lawrence.
Garvey, Margaret Mary,	Lowell.
Gillen, Helen Katherine,	Lawrence.
Glynn, Theresa Rose,	Lowell.
Hanson, Bertha Elizabeth,	Lawrence.
Harrington, Helen Catherine,	Lowell.
Hayes, Etheldred Marie,	Lowell.
Henderson, Laura Casey,	Lowell.
Higgins, Bessie Agnes,	Cambridge.
Hill, Gladys Viola,	Lawrence.
Hoskins, Alice May,	Woburn.
Joy, Laura Jeannette,	Hudson, N. H.
Kavanah, Mary Gertrude,	Lawrence, N. H.
Kennedy, Ruth Verecunda,	Lowell.
Kline, Irene,	Cambridge.
Koford, Martha Helen,	Concord.
Laing, Clarice Rae,	Bradford.

Large, Eva May,	Lowell.
Linehan, Florence Katherine,	Haverhill.
Long, Bertha Louise,	Arlington Heights.
Mack, Helene Ignatia,	Lowell.
Maguire, Bessie Rita,	Lawrence.
Martin, Mary Agnes,	Lawrence.
McCann, Margaret,	Cambridge.
McCarthy, Helen Gertrude,	Cambridge.
McCarthy, Mary Genevieve,	Lawrence.
McCormack, Ruth Genevieve,	Lawrence.
McDermott, Alice Margaret,	Lowell.
McDonald, Irene Beatrice,	Lowell.
McGowan, Helen Frances,	Lawrence.
McGregor, Louise Genevieve,	Lawrence.
McKeon, Mary Anastasia,	Lowell.
McQuillen, Mary Olive,	Cambridge.
Messer, Olive Etta,	Lowell.
Moriarty, Cathleen Gertrude,	Bradford.
Morrill, Doris Etta,	Haverhill.
Morse, Dorothy Guild,	Lowell.
Murphy, Ruth Frances,	Lowell.
Nelson, Betty Annette,	West Chelmsford.
O'Connor, Loretta,	Salem.
O'Connor, Margaret Veronica,	Woburn.
O'Dowd, Anna Frances,	Bedford.
O'Leary, Genevieve Agatha,	Lawrence.
O'Leary, Margaret Philomena,	Cambridge.
O'Neil, Elizabeth Katherine,	Lawrence.
Ouimette, Corinne Marie,	Lowell.
Park, Mary Estelle,	Chelmsford.
Peiffer, Marion Edna,	Lowell.
Phillips, Marion Josephine,	Haverhill.
Pihl, Minnie Luetta,	Lowell.
Prahl, Agnes Lillian,	Billerica.
Pratt, May Jeannette,	Lowell.
Quigley, Teresa Frances,	Pelham, N. H.
Rooney, Myrtle Genevieve,	Lowell.
Rouine, Anastatia Helena,	Lowell.
Rutherford, Amy Elizabeth,	Lawrence.
Ryan, Alice Kathleen,	Groveland.
Sharry, Mary Louise,	Woburn.
Shaughnessy, Catherine Helen,	Cambridge.

Silverman, Lena Evelyn,	Lawrence.
Sullivan, Bertha Frances,	Billerica.
Sullivan, Mae Elinor,	Cambridge.
Sullivan, Mary Theresa,	Bristol, R. I.
Sullivan, Teresa Mary,	Cambridge.
Swanson, Lillian Florence,	Lowell.
Sweetser, Louise Wade,	Woburn.
Taber, Gladys June,	Lowell.
Tardif, Lorraine Alice,	Haverhill.
Thomas, Harriet Palmer,	Lowell.
Thompson, Marian Louise,	Haverhill.
Thornton, Marion Evelyn,	Ward Hill.
Valentine, Mina,	Lawrence.
Vaughan, Anna Mary,	Cambridge.
Westwood, Helen Alice,	Lowell.
Woodbury, Jessie Luella,	Lowell.

Special Students — 1915-16.

Archibald, Jessie Currie,	Lowell.
Biery, Helen Marguerite,	Lawrence.
Clark, Olive Beulah,	Milford, N. H.
Cornell, Hazel Frances,	Lowell.
Gordon, Ruby Josephine,	Lawrence.
Leggat, Frances Ridley Havergal,	Lowell.
Lombard, Ethel O.,	Lowell.
Lombard, Eva M.,	Lowell.
Martin, Marion,	Lowell.
O'Reilly, Frank White,	East Dedham.
Reagan, Francis J.,	Cambridge.
Reyes, Carmen,	Mexico.
Sherburne, Mary,	Lowell.

Three-year Course.

Concannon, Mary Frances,	Lowell.
Keith, Georgiana Patricia,[1]	Lowell.
Smart, Etta Foss,[2]	Haverhill.
Murphy, Irene Elinor,	Winchester.

[1] Teaching in Holden.

[2] Teaching in Charlestown, N. H.

UNIVERSITY OF ILLINOIS LIBRARY

STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS

1917
1918

STATE NORMAL SCHOOL

LOWELL, MASSACHUSETTS

TWENTIETH YEAR

1917-1918

Publication of this Document
approved by the
Supervisor of Administration.

State Board of Education.

1917.

Term expires May 1.

MEMBERS OF THE BOARD.

1919.	FREDERICK P. FISH,	BROOKLINE.
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1918.	MARGARET SLATTERY,	MALDEN.

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WILLIAM E. RILEY,	*Penmanship and reading methods.* *Supervisor of rural schools.*
ELIZABETH M. HUMPHREY,	*Assistant, physical education.*
BLANCHE A. CHENEY,	*History, history of education, civics.*
FRANCES CLARK,	*Geography and mathematics.*
HELEN L. HOGAN,	*Assistant, English.*
ETHEL E. KIMBALL,	*Secretary and librarian.*

Practice Department.

Bartlett Training School, Lowell.

HERBERT D. BIXBY, ... PRINCIPAL.

BELLE A. PRESCOTT,	Seventh, eighth and ninth grades,	*Literature.*
AMY L. TUCKE,		*Arithmetic and music.*
ALICE D. SUNBURY,		*Grammar and domestic science.*
SARA E. AMES,		*History, civics and sewing.*
KATHLEEN E. DRISCOLL,		*Geography and drawing.*
CHARLES SEEDE,		*Manual training.*
CELIA STANDISH,		*English.*
BELLE F. BATCHELDER,		Sixth grade.
MARIA W. ROBERTS,		Fifth grade.
KATHERINE FARLEY,		Fifth grade.
A. GERTRUDE STILES,		Fourth grade.
E. BELLE PERHAM,		Fourth grade.
——— ———,		Third grade.
BERTHA M. SHERBURNE,		Second grade.
ELEANOR J. LE LACHEUR,		Second grade.
ESSIE E. ROCHE,		First grade.
MARY E. SNOW,		First grade.
M. BEATRICE SHEA,		Assistant.
HELEN W. NOYES,		Principal of kindergarten.
ALTA S. LEARY,		Assistant.

New Moody Street Training School, Lowell.

Addie B. Merrill,	Third grade.
Grace C. Delaney,	Third grade.
Anna I. Cassidy,	Second grade.
Maude M. Hardy,	First grade.

Lexington Avenue Training School, Lowell.

Carrie M. Hart,	*Teacher.*

North Tewksbury Training School.

Lydia Hopkins,	*Teacher.*

South Tewksbury Training School.

Miriam Wiggin,	*Teacher.*
Grace I. Wray,	*Teacher.*

The School Calendar.

1917.

Graduation.
Tuesday, June 19.

First Entrance Examinations.[1]
June 21 and 22.

Midsummer Vacation.

Second Entrance Examinations.[1]
September 4 and 5.

School Year Begins.
Thursday, September 6.

Columbus Day.
October 12.

Thanksgiving Recess.
November 29 and 30.

Christmas Recess.
Week of December 23.

1918.

Spring Recesses.
Week of February 24.
Week of April 28.

Patriot's Day.
April 19.

Memorial Day.
May 30.

Graduation.
June 18.

First Entrance Examinations.
June 20 and 21.

Midsummer Vacation.

Second Entrance Examinations.
September 3 and 4.

School begins September 5.

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[1] See page 15.

Alumni Association.

Mae Hogan, '11,	*President.*
Helen Jeffrey, '10,	*Vice-President.*
Regina Frappier, '10,	*Secretary.*
Ruth D. Crawford, '11,	*Treasurer.*

Executive Committee.

M. Beatrice Shea, 1914.
Blanche Marshall, 1905.
C. Ethel Hale, 1903.

State Normal School.

Lowell, Massachusetts.

LOCATION.

The Lowell Normal School was established by an act of Legislature approved January 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils October 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance to the Boston & Maine station.

AIM AND PURPOSE OF SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State normal school, as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge: First, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION.

The admission requirements are as follows: —

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age

of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities, or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B," and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition, . . . 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2)	Algebra,	1 unit.
(3)	Geometry,	1 unit.
(4)	History,[1]	1, 2 or 3 units.
(5)	Latin,	2, 3 or 4 units.
(6)	French,	2 or 3 units.
(7)	German,	2 or 3 units.
(8)	Physics,	1 unit.
(9)	Chemistry,	1 unit.
(10)	Biology, botany or zoölogy,	½ or 1 unit.
(11)	Physical geography,	½ or 1 unit.
(12)	Physiology and hygiene,	½ or 1 unit.
(13)	General science,	½ or 1 unit.
(14)	Drawing,	½ or 1 unit.
(15)	Household arts,	1 or 2 units.
(16)	Manual training,	1 unit.
(17)	Stenography, including typewriting,	1 or 2 units.
(18)	Bookkeeping,	1 unit.
(19)	Commercial geography,	½ or 1 unit.
(20)	Arithmetic,	½ or 1 unit.

For the present the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under

[1] History includes ancient, mediæval and modern; English history, American history and civics, and current events.

"C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B."

In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (*a*) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission require-

ments, and when his work in the school in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(*b*) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (*a*) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS.

THURSDAY, JUNE 21, 1917.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00–5.00.	General science, current events.
11.30–12.30.	Household arts, manual training.		

FRIDAY, JUNE 22, 1917.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Algebra.
8.30–10.00.	French, German.	2.30–3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30–4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30–5.30.	Biology, botany, zoölogy.

TUESDAY, SEPTEMBER 4, 1917.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00–5.00.	General science, current events.
11.30–12.30.	Household arts, manual training.		

WEDNESDAY, SEPTEMBER 5, 1917.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Algebra.
8.30–10.00.	French, German.	2.30–3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30–4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30–5.30.	Biology, botany, zoölogy.

NOTE. — New classes will be admitted at the beginning of the fall term only. The studies of the course are arranged progressively from that time; it is important, therefore, that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June.

CURRICULA.

1. Department for Elementary School Teachers.

Designed primarily for students preparing to teach in the first six grades of elementary schools, and rural schools of all grades.

A period is forty-five minutes in length.

Name and Number of Course.	Number of Weeks.	Periods Weekly.	
		In Class.	Expected Preparation.
First Year.			
English 1,	19	3	2
English 1A,	38	2	2
Oral Reading 1,	38	2	2
Penmanship 1,	38	2	2
Literature 1,	19	3	2
Arithmetic 1,	38	2	1
Geography 1,	38	2	1
Physical Education 1,	38	4	–
Physical Education 3,	38	2	–
History 1,	38	3	2
Drawing 1,	38	3	2
Practical Science,	38	4	2
Music 1,	38	3	2
Education 1,	8	10	5
Second Year.			
English 2,	13	4	2
English 2A,	26	2	2
Oral Reading 2,	26	1	2
Penmanship 2,	26	1	2
Literature 2,	13	4	2
Arithmetic 2,	26	1	1
Geography 2,	26	2	1
Physical Education 2,	26	4	–
Physical Education 4,	26	2	–
History and Social Science 1,	13	4	2
Practical Arts 1,	26	3	2
Music 2,	26	3	2
Education 3,	26	2	3
Education 4,	13	4	1
Education 2,	12	30	20

Note. — Average number of periods per week in both first and second years is 32.

2. Department for Music Supervisors.

Designed for students preparing to become supervisors of public school music.

Name and Number of Course.	Number of Weeks.	Periods Weekly.	
		In Class.	Expected Preparation.
Music 3,	36	8	2
Music 4,	36	14	4
English 3,	36	1	2
Education 5,	36	1	1
Education 3,	36	2	3

This is a special course to which only third-year or more advanced students are admitted. It is highly important that each student shall have had some experience in teaching in the public schools before entering this class. At least a year's experience as a grade teacher is invaluable and almost indispensable. The course may be completed in one year or more, according to the ability of the student.

3. Three-year Course.

This course will consist of the regular two-year course and one year's practice teaching in rural schools of Massachusetts.

Students taking this course will receive compensation while they are at work in these rural schools.

Brief Description of Subjects Offered.

ENGLISH.

English 1. Oral and written composition. Miss Lovell.

First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

In this course the student gains a thorough knowledge of our new course of study, "English: A Course of Study for Elementary Schools with Graded Standards." The aim of this course is —

1. To graduate pupils able to talk or recite for a few minutes in an interesting way, using clean-cut sentences and good enunciation.

2. To graduate pupils able to write an interesting paragraph of clean-cut sentences, unmarked by misspelled words and by common grammatical errors.

That teachers may know their share in accomplishing this goal, definite aims with necessary methods for oral and written work are suggested for every grade. In connection with both oral and written work the teacher finds definite standards, — copies of actual recitations showing just how the pupil may fulfill the aims of that grade.

Students are also given an opportunity to realize these aims in connection with their own oral and written work. The habits of correct position and voice expression must here be joined with the habit of talking in an interesting way, using clean-cut sentences free from grammatical errors.

English 1A. Oral expression. Miss Hogan.

First year. Thirty weeks; two class periods and two periods expected preparation weekly.

The aim of this course is twofold: first, to develop the speaking voice; and second, to insure correct habits of speech on the part of the student.

English 2. Oral and written composition. Miss Lovell.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to review and continue the study of "English: A Course of Study for Elementary Schools with Graded Standards." After observation in the practice schools the students are ready to work out and suggest other definite plans for carrying out the aims of each grade. "Hints and Helps" in every grade are discussed and enlarged from actual experience with the work in that grade. Every student is trained to give the required models of oral and written work in all the grades.

English Language 2A. Oral Expression. Miss Hogan.

Second year. Twenty-six weeks; two class periods and two periods expected preparation weekly.

The aims are similar to those of the first year with further development of the use and power of personality.

The methods are the study of poetic interpretation, pantomime, platform art and dramatics.

English 3. Special course in poetry for special students in music. Miss Hogan. Thirty-six weeks; one class period and two periods expected preparation weekly.

The aim of this course is to give the student a knowledge and appreciation of our best poetry and the poetry suitable for children, choice English lyrics, the ballad and the works of those who have written much which children enjoy.

Oral reading 1. Mr. Riley.

First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim of the course is to prepare the students to teach the mechanics of reading and to acquaint them with the latest methods of teaching reading.

Oral reading 2. Mr. Riley.

Second year. Twenty-six weeks; one class period and two periods expected preparation weekly.

The aim of this course is to train students in the selection of content, and to acquaint them with the best methods of teaching silent reading.

Penmanship 1. Mr. Riley.

First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim is to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

Penmanship 2. Mr. Riley.

Second year. Twenty-six weeks; one class period and two periods expected preparation weekly.

The aim is to prepare the students to train their pupils to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

Literature 1. Children's literature. Miss Lovell.

First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

This course in literature offers a brief survey of the history of children's literature. This leads to a study of a library of literature for the first six grades; why it is taught, how to choose it and present it, and where it may be found.

Literature 2. Children's literature. Miss Lovell.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

This course offers continued study in the prose and poetry less suited to the grades. This wider study of children's literature includes reading and reports in classic myths and tales of chivalry; in stories dealing with the animal and outdoor world; in tales of humor and adventure. The best in current magazines and modern literature is brought to the attention of the class through class talks and reading reports.

ARITHMETIC.

Arithmetic 1. Miss Clark.

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students in methods of teaching arithmetic in the first four grades. Notes, plans and objective material are accumulated.

Arithmetic 2. Miss Clark.

Second year. Twenty-six weeks; one class period and one period expected preparation weekly.

This is a continuation of Course 1, with the special aim of preparing pupils for arithmetic work in grades 5 and 6. It includes plans for the development of fractions, common and decimal; simple percentage and mensuration; and applied problems.

GEOGRAPHY.

Geography 1. General course. Miss Clark.

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students for work in the first four grades of elementary schools. The course includes the observation of weather conditions and the making of weather records, the study of peoples, occupations, surface features, the Merrimac River as a type, map development with sandboard construction and current events.

Geography 2. Methods course. Miss Clark.

Second year. Twenty-six weeks; two class periods and one period expected preparation weekly.

This is a continuation of Course 1, and includes some mathematical, physical and commercial study to serve as a background for the work of the first six years in the grades. Each pupil is required to get the material for a type study of some important product, such as cotton, silk, wool, coal, iron, etc., or an important city or region. The course includes field work, current events, lesson plans and the accumulation of objective material.

PHYSICAL EDUCATION.

Physical Education 1. Gymnastics and calisthenics. Miss Humphrey.

First year. Thirty-eight weeks; four class periods weekly.

The aims of this course are twofold: first, to develop physical strength, health and endurance in the student; second, to give her a practical knowledge of plays, games and dances. Besides learning these plays, games and dances the student is taught how they should be arranged so as to give the child the proper amount and kind of exercise.

Physical Education 2. Gymnastics and playground. Miss Milner.

Second year. Twenty-six weeks; four class periods weekly.

This course aims to give further instruction in formal gymnastics with special bearing upon faulty posture; also further training and practice in story plays, rhythmic plays and dances, together with methods of teaching and adaptation of all games and plays to the classroom and playground.

Physical Education 3. Personal hygiene. Miss Milner.

First year. Thirty-eight weeks; two periods weekly.

The aim of this course is to secure in the normal student settled habits in care of the body which will lead toward stronger, healthier and more efficient lives. Such habits can be secured only by repeated action; therefore the student must be trained to insist on immediate and continuous application of every principle taught, — first for herself, later for the children under her care. She must be trained to give to the individual child the special attention which his necessities demand. She must live hygiene and train her children step by step to do the same.

Physical Education 4. School hygiene and sanitation. Miss Milner.

Second year. Twenty-six weeks; two periods weekly.

This course aims to train students to consider the physical welfare of the school child through the study of the lighting, heating and ventilation of the school room, school furniture, drainage, water supply and the relation of the school to contagious disease. Frequent clinics are held at the practice school, where the students observe children under examination by the school physician for symptoms of communicable diseases and conditions.

HISTORY.

History 1. General Course. Miss Cheney.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to prepare students for efficient teaching of history in the first six grades; the general method, — much practice in planning and teaching of type lessons; collection of historical material for future use in the grades; occasional visits to historical places, etc.

History and Social Science 1. Community civics. Miss Cheney.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to prepare students, by a systematic study of community life, to train their pupils to an intelligent and serviceable citizenship; general method; — study of local community and its various political, social and industrial agencies through personal investigation; active participation in student's own civic life; teaching of type lessons; collection of notes and illustrative material, etc.

DRAWING.

Drawing 1. General course. Miss Chute.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with the subject-matter of drawing in the first six grades, and with best methods of presenting the same. This includes much practice in drawing.

PRACTICAL ARTS AND PRACTICAL SCIENCE.

Practical Arts 1. General course. Miss Chute.

Second year. Twenty-six weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with definite practical arts projects that can be carried out in elementary schools without special equipment.

Practical Science 1. Nature study and school gardening. Mr. Weed.

First year. Thirty-eight weeks; four class periods and two periods expected preparation weekly.

A comprehensive course aiming to prepare teachers to conduct work in nature study and gardening in the first six grades of elementary schools. It is based on personal observation of the more important phases of nature study, elementary science and school gardening.

MUSIC.

Music 1. General Course. Mr. Brown.

First year. Thirty-eight weeks; two class periods and one chorus period and two periods expected preparation weekly.

The first-year course presupposes a knowledge of the elements of music. Each student learns a repertoire of songs for children of the early grades, and is required to teach at least one song to the class. The class work covers the subject-matter of the music taught in the grades. This subject-matter is based upon the four essentials of vocal music, — musical experience, voice training, music technique (for purposes of music reading) and musical interpretation, — special emphasis being made upon the technique of musical expression, tempi, phrasing, articulation, enunciation, pronunciation, etc.

Music 2. General course. Mr. Brown.

Second year. Twenty-six weeks; two class periods and one chorus period and two periods expected preparation weekly.

A continuation of the work of the first year, with methods of presenting the essentials of vocal music to children. The student is given graded courses of study and lesson plans for each grade of the rural and city schools, using various texts for illustration and practice, together with observation and teaching of classes of children in the training schools.

Music 3. Course for supervisors and special teachers of music in public schools. Mr. Brown. Thirty-six weeks; eight class periods and two periods expected preparation weekly.

The following phases of music in public education are developed: elementary: (*a*) music fundamentals and sight singing; (*b*) the aims, methods and courses as applied to the elementary schools, practice teaching and observation; (*c*) the child voice, its conservation and development; secondary: (*a*) music appreciation; (*b*) chorus conducting.

Music 4. Observation and practice for special students in music. Mr. Brown. Thirty-six weeks; twenty-four weeks' observation, six periods weekly; practice, twelve weeks, eight periods weekly; four periods expected preparation.

The Glee Club. The glee club is made up of the students in the special course in music and those members of the junior and senior classes who are able to pass the required examinations. The club meets for rehearsals once each week throughout the year.

EDUCATION.

Education 1. Observation and supervised practice. Miss Murkland.

First year. Eight weeks; ten class periods and five periods expected preparation weekly.

The aim of this course is to give students an empirical knowledge of children and of the teaching process. The course includes observation and teaching, under the immediate direction of skilled teachers, in the kindergarten and first six grades, with discussion of lessons observed and taught by students.

Education 2. Practice teaching. Miss Murkland.

Second year. Twelve weeks; thirty class periods and twenty periods expected preparation weekly.

The aim of this course is to give students experience in managing and teaching children in the elementary schools, both rural and graded. Teaching is done under the direction, but not necessarily in the presence, of skilled teachers, that the students may acquire habits of efficiency in teaching and school management with as little waste in time and energy as possible.

Education 3. Educational psychology. Mr. Mahoney.

Second year. Twenty-six weeks; two class periods weekly and three periods expected preparation weekly.

A course intended to acquaint the student with the fundamental principles of the psychology of the child. The emphasis is laid on the application of these principles to method of teaching. Assigned readings, reports, lectures, class discussions, experiments, observations.

Education 4. History of education and educational sociology. Miss Cheney.

Second year. Thirteen weeks; four class periods and one period expected preparation weekly.

The aim of this course is to give the future teacher a deeper appreciation and a broader view of her chosen profession.

This course includes not only the history of education in past times, but also a study of modern education, particularly of the present-day problems in education.

Education 5. History of education for special students in music. Miss Cheney. Thirty-six weeks; one class period and one period expected preparation weekly.

This subject is taken as a necessary part of the future teacher's professional equipment. General method; the lecture, with occasional outside readings by the students.

SCHOOLS OF OBSERVATION AND PRACTICE.

Facilities for observation and practice are very extensive at the State Normal School at Lowell. Both observation of and practice in the graded city institutions may be had at the Bartlett School and the New Moody Street School in the city of Lowell.

The building occupied by the Bartlett School is described in the report of the school committee as follows: —

The new Bartlett School building is the largest and the finest of the grammar school buildings in the city of Lowell. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the street for the first and two spacious stairways for the second. The upper floor is occupied by a handsome and well-lighted hall, capable of seating twelve hundred persons, with smaller rooms

at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, storerooms for tools, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

The New Moody Street School is one of the newest of the large primary school buildings erected by the city of Lowell. It furnishes four rooms for training in primary grades.

The Bartlett and New Moody Street schools together give twenty rooms of elementary grade and a kindergarten for use in training.

The following agreement for the administration of these schools has been made during the present year by the city of Lowell and the Commonwealth: —

AGREEMENT BETWEEN THE COMMONWEALTH OF MASSACHUSETTS AND THE CITY OF LOWELL AS TO MAINTENANCE OF SCHOOLS OF OBSERVATION AND PRACTICE FOR THE USE OF THE STATE NORMAL SCHOOL AT LOWELL.

This agreement, made and entered into this fifth day of June, in the year one thousand nine hundred and fourteen, by and between the city of Lowell in the county of Middlesex and the Commonwealth of Massachusetts, acting through the school committee of said city of Lowell thereto duly authorized, parties of the first part, and the State Board of Education acting for and in behalf of the Commonwealth of Massachusetts, as party of the second part, to establish and maintain as schools of observation and practice (hereafter to be known as training schools) the new Bartlett School, the New Moody Street School, and the Lexington Avenue School, in connection with the State Normal School at Lowell. *Witnesseth: — First.* — That the parties of the first part agree to assign to said training schools in the customary grades, including the kindergarten, not less than 700 pupils nor more than 1,000 pupils during each school year, these numbers to be based on average daily attendance.

Second. — The parties of the first part agree with the State Board of Education, acting for and in behalf of the Commonwealth, that the said Board of Education, under the order and superintendence of the school committee of Lowell, shall have full authority as to the number, salaries, selection, appointment, control and dismissal of principals, teachers, supervisors, instructors, janitors and other employees of the training schools, courses of study, textbooks and supplies, methods of instruction and discipline, and general management in said training schools.

Third. — That the principals, teachers, supervisors, instructors, janitors and other employees of the training schools shall be nominated by the prin-

cipal of the normal school, with the approval of the State Board of Education, and elected by the school committee of Lowell; and that the discontinuance of service of any of the foregoing employees shall be effected by vote of the school committee of the city of Lowell, upon the recommendation of the principal of the normal school to the school committee, with the approval of the State Board of Education.

Fourth. — That the expenses of maintaining the training schools as provided in this agreement, not including cost of repairs, medical inspection and attendance service, shall be paid by the Commonwealth.

Fifth. — That the parties of the first part hereby agree to pay annually into the treasury of the Commonwealth in equal quarterly installments, on the fifteenth day of January, April, July and October, a sum of money equal to the product found by multiplying the per capita cost of instruction and maintenance, exclusive of the cost of repairs, medical inspection, and attendance service, in the kindergarten and elementary schools of Lowell for the preceding fiscal year ending December 31, by the average membership of the training schools for the same year. In each case the average membership in the schools shall be the basis of calculation. "Cost of instruction and maintenance" shall include, in each case, expenditures for salaries of supervisory officers, teachers and special instructors, transportation of pupils, janitor service, books, supplies, water, heat, light and all other expenses except expenses for repairs, medical inspection and attendance officers. It is understood that the textbooks, supplies and other equipment, purchased from time to time for use in said training schools and paid for out of this sum, shall be the property of the city of Lowell, but subject to the control and use of the State Board of Education in the training schools, as provided in this agreement: *provided*, that for the period between July 1, 1914, and Dec. 31, 1914, the amount to be paid by the city of Lowell into the treasury of the Commonwealth shall be a sum of money equal to four-tenths of the product found by multiplying the per capita cost of maintenance and instruction, as defined in this agreement, of the schools of the city of Lowell, for the fiscal year 1913 by the average membership for that year in the schools used as schools of observation and practice by the normal school during that year; to which shall be added the sum of $711.25, all of said money to be paid into the treasury of the Commonwealth in four equal installments, on September 1, October 1, November 1 and December 1 of the year 1914.

Sixth. — That the said Board of Education shall give to the pupils attending said training schools as good educational advantages as are, at any corresponding time, furnished by the average schools of the same grade in the city of Lowell. The city of Lowell guarantees to the graduates of said training schools the same privileges and opportunities of entrance to schools of higher grade as are afforded to the graduates of the other public schools of like rank of the city of Lowell.

Seventh. — That the school committee of the city of Lowell shall, by the proper officials, and at the expense of the city, enforce all laws relating to,

attendance, truants and incorrigibles and medical inspection, and that the school committee and its superintendent shall have the same rights of visiting and inspecting said training schools as in the other schools of the city.

Eighth. — That the estimates as to the average cost per pupil, as provided in this agreement, to the city of Lowell, shall be made jointly by the principal of the normal school and the superintendent of schools of the city of Lowell, and the said estimates shall be approved by the school committee of the city of Lowell and the State Board of Education.

Ninth. — That this contract shall take effect on July 1, 1914.

Tenth. — That this agreement shall be subject to such modifications as shall mutually be agreed upon hereafter by the said city of Lowell and the Commonwealth.

Eleventh. — That this agreement does not so fully meet the requirements of section 5, chapter 457, Acts of 1894, as to prevent further provision for model and practice schools, in a manner to be agreed upon mutually by the said city and the Commonwealth.

Twelfth. — That this agreement may be modified or abrogated at any time hereafter by mutual agreement of the contracting parties, but shall not be abrogated by either party alone except after two years' notice in writing shall have been given to the other party hereto.

.....,

School Committee of the City of Lowell.

.....,

Board of Education.

For training in rural school work the State Normal School has available the Lexington Avenue School, a building just within the city limits, but strictly speaking an ungraded school of six grades. In the town of Tewksbury is an ungraded school of eight grades, north village, and a two-room building of eight grades in the south village.

These schools give ample opportunity for observation and practice along rural school lines. Each senior is expected to spend a certain portion of her practice period in these rural schools.

Thus it will be seen that the practice facilities of the State Normal School at Lowell cover nearly all features of grade school work which the normal graduate may meet after taking up her work.

Special emphasis is placed upon this side of the normal school work. The conditions met by the pupil-teacher in her practice work are those of a regular public school, both in instruction and in discipline.

GENERAL INFORMATION.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of $25 for each half year.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

The school possesses a very attractive lunch room, where hot luncheons are served by the pupils of the Lowell Vocational School, which is situated close by. The food is prepared on the premises and served at cost.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents to investigate its methods, attend classes or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

There are no dormitory accommodations at the school, but out-of-town pupils who wish to live in Lowell may secure accommodations at reasonable rates in private houses that will be recommended by the principal.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

Students.

Senior Class — 1916–17.

Arnold, Virginia Irene,	Andover.
Barrett, Mary Genevieve,	Lawrence.
Baylake, Lillian Frances,	Nashua, N. H.
Blustein, Celia Jeannette,	Haverhill.
Brady, Helen Margaret,	Lowell.
Breakey, Marietta Beatrice,	Lowell.
Burdick, Dorothy Elizabeth,	Lowell.
Butcher, Louise Josephine,	Cambridge.
Callahan, Gertrude Irene,	Woburn.
Calnan, Lillian Adelaide,	Lawrence.
Carey, Anna Louise,	Lawrence.
Carey, Gertrude Theodora,	Haverhill.
Carlson, Violet May Eleanor,	Lowell.
Carter, Mildred Eulalie,	Lawrence.
Cochran, Margaret Elizabeth,	Lawrence.
Cohen, Nina Manilla,	Haverhill.
Comber, Mary Clare,	Lawrence.
Common, Margaret,	Lowell.
Condon, Henrietta Elizabeth,	Lowell.
Conley, Florence Mary,	Haverhill.
Cox, Sylvia May,	Andover.
Crawford, Marion Frances,	Groveland.
Cronk, Eva Mae,	Methuen.
Crowley, Helen Mary,	Lowell.
Davis, Helen Gladys,	Lawrence.
Delaney, Marion Ursula,	Lawrence.
Dole, Bernice Atwood,	Billerica.
Durgin, Margaret Mary,	Lawrence.
Durkee, Marjorie Elizabeth,	Bradford.
Early, Mary Esther,	Lowell.
Egan, Mary Agnes,	Lowell.
Fadden, Hope Antoinette,	Lowell.

Farley, Katherine Louise,	Dracut.
Finning, Mary Catherine,	Nashua, N. H.
Fish, Marion Edith,	Lowell.
Flynn, Alice May,	Lowell.
Gallagher, Catherine Florence,	Lawrence.
Ganley, Frances Augusta,	Lawrence.
Garvey, Margaret Mary,	Lowell.
Gens, Rosamond,	Lawrence.
Gillen, Helen Katherine,	Lawrence.
Glynn, Theresa Rose	Lowell.
Hanson, Bertha Elizabeth,	Lawrence.
Harrington, Helen Catherine,	Lowell.
Hayes, Etheldred Marie,	Lowell.
Henderson, Laura Casey,	Lowell.
Higgins, Bessie Agnes,	Cambridge.
Hill, Gladys Viola,	Lawrence.
Hoskins, Alice May,	Woburn.
Jordan, Lilian U.,	Lawrence.
Joy, Laura Jeannette,	Hudson, N. H.
Kavanah, Mary Gertrude,	Lawrence, N. H.
Kennedy, Ruth Verecunda,	Lowell.
Kline, Irene,	Cambridge.
Koford, Martha Helen,	Concord.
Laing, Clarice Rae,	Bradford.
Large, Eva May,	Lowell.
Linehan, Florence Katherine,	Haverhill.
Long, Bertha Louise,	Arlington Heights.
Mack, Helene Ignatia,	Lowell.
Maguire, Bessie Rita,	Lawrence.
Martin, Mary Agnes,	Lawrence.
McCann, Margaret,	Cambridge.
McCarthy, Helen Gertrude,	Cambridge.
McCarthy, Mary Genevieve,	Lawrence.
McCormack, Ruth Genevieve,	Lawrence.
McDermott, Alice Margaret,	Lowell.
McDonald, Irene Beatrice,	Lowell.
McGowan, Helen Frances,	Lawrence.
McGregor, Louise Genevieve,	Lawrence.
McKeon, Mary Anastasia,	Lowell.
McQuillen, Mary Olive,	Cambridge.
Messer, Olive Etta,	Lowell.
Morrill, Doris Etta,	Haverhill.

Murphy, Ruth Frances,	Lowell.
O'Connor, Margaret Veronica,	Woburn.
O'Dowd, Anna Frances,	Bedford.
O'Leary, Genevieve Agatha,	Lawrence.
O'Leary, Margaret Philomena,	Cambridge.
O'Neil, Elizabeth Katherine,	Lawrence.
Ouimette, Corinne Marie,	Lowell.
Park, Mary Estelle,	Chelmsford.
Phillips, Marion Josephine,	Haverhill.
Pihl, Minnie Luetta,	Lowell.
Prahl, Agnes Lillian,	Billerica.
Quigley, Teresa Frances,	Pelham, N. H.
Rooney, Myrtle Genevieve,	Lowell.
Rouine, Anastatia Helena,	Lowell.
Rutherford, Amy Elizabeth,	Lawrence.
Ryan, Alice Kathleen,	Groveland.
Sharry, Mary Louise,	Woburn.
Shaughnessy, Catherine Helen,	Cambridge.
Silverman, Lena Evelyn,	Lawrence.
Sullivan, Mae Elinor,	Cambridge.
Sullivan, Mary Theresa,	Bristol, R. I.
Sullivan, Mary Teresa,	Cambridge.
Swanson, Lillian Florence,	Lowell.
Sweetser, Louise Wade,	Woburn.
Tardif, Lorraine Alice,	Haverhill.
Thompson, Marian Louise,	Haverhill.
Valentine, Mina,	Lawrence.
Westwood, Helen Alice,	Lowell.
Woodbury, Jessie Luella,	Lowell.

Junior Class — 1916–17.

Adams, Esther Frances,	Lowell.
Bartley, Evelyn Marie,	Lawrence.
Bergami, Roma,	Milford, N. H.
Bolton, Marion Viola,	Dracut.
Burger, Mae Alice,	Lowell.
Cahill, Catherine Mary,	Lowell.
Campbell, Mary Jane,	Lowell.
Cassidy, Mary Margaret,	North Billerica.
Cleary, Margaret Barbara,	Nashua, N. H.

Clevette, Mildred Margaret,	Dracut.
Coburn, Orpha Hildreth,	Dracut.
Corry, Alice Frances,	Woburn.
Cotter, Irene Veronica,	Lawrence.
Crompton, Alice Beatrice,	Lowell.
Cullen, Helen Theresa,	Winchester.
Cunningham, Elizabeth Marie,	Somerville.
Cuthbertson, Mary,	Roxbury.
Dacey, Alice Mary,	Lowell.
Dary, Hattie Wheeler,	Nashua, N. H.
Davis, Margaret,	Woburn.
Dawkins, Agnes Viola,	Groveland.
Dayton, Catherine Elizabeth,	Somerville.
Dempsey, Evelyn Anna,	South Lawrence.
Dempsey, May Eileen,	Lawrence.
Derby, Beatrice,	Lowell.
Desmond, Lucy Louise,	Lowell.
Devlin, Zita Mary,	Lawrence.
Dolan, Marguerite Rosalie,	Nashua, N. H.
Donovan, Mary Bernadette,	Lawrence.
Dooley, Katheryne Frances,	Cambridge.
Dowd, Irene Helen,	Lowell.
Farris, Gladys Skillings,	Lowell.
Fitz Gerald, Esther Louise,	Lowell.
Foster, Lydia Edwards,	Haverhill.
Gardner, Lorella Veracunda,	Lowell.
Gazzotti, Sabina Pearl,	Haverhill.
Gillen, Anna Lidwin,	Methuen.
Gillick, Madalen Cecelia,	Lowell.
Griffin, Agnes Bertha,	Lawrence.
Hadley, Mabel Frances,	Lawrence.
Harnedy, Anna Margaret,	Andover.
Herring, Gladys Agnes,	South Groveland.
Hey, Katherine Rowena,	Lowell.
Kearney, Marietta Agnes,	Lowell.
Kilbane, Mary Regenia,	Nashua, N. H.
Kimball, Marion Gertrude,	Haverhill.
Knightly, Marion Ellen,	North Andover.
Lamprey, Louisa Augusta,	South Lawrence.
Larkin, Caroline Genevieve,	South Lawrence.
Lavin, Louise Veronica,	Woburn.
Lunt, Gladys Charlotte,	Haverhill.

Maginnis, Evangeline Ward,	Lawrence.
Martin, Pearl Imogene,	Lowell.
McCarthy, Irene Agnes,	Cambridge.
McCarthy, Lillian Marguerite,	Andover.
McCollough, Esther Lillian,	Lowell.
McEnany, Josephine Elizabeth,	North Chelmsford.
McGowan, Helena Cecilia,	Lowell.
McGowan, Margaret Teresa,	Woburn.
McGrath, Margaret Genevieve,	South Lawrence.
McLaughlin, Elizabeth Marie,	Cambridge.
McLaughlin, Ethel Lillian,	Cambridge.
McMahon, Elizabeth Anna,	Lawrence.
McQuade, Natalie Marion,	Lowell.
Miller, Ella Anna,	Lawrence.
Moher, Helen Marie,	Lawrence.
Molloy, Anna Genevieve,	Lowell.
Moore, Marion,	Cambridge.
Moore, Myrtle Irene,	Cambridge.
Moriarty, Cathleen Gertrude,	Bradford.
Murphy, Helen Rose,	Woburn.
O'Brien, Katherine Cornelia,	Lawrence.
O'Hare, Helen Catherine,	Lowell.
Orchard, Ervel,	Cambridge.
O'Shea, Anna Beatrice,	Haverhill.
Parodi, Rosetta Emma,	Haverhill.
Patillo, Gertrude Smith,	Lowell.
Rayne, Willimina Mae,	Lawrence.
Regan, Lena Mary,	Lawrence.
Rideout, Geraldine Woodman,	Nashua, N. H.
Robinson, Helen Doris,	Haverhill.
Robinson, Lillian,	Littleton.
Roy, Bérangère Marie-Josephe,	Lowell.
Russell, Clara Dorinda,	Haverhill.
Ryan, Marion Frances,	Lowell.
Sanders, Edith Rebecca,	Lowell.
Sheehan, Ella Marie,	Lawrence.
Smith, Helen Hazeltine,	Bradford.
Snow, Edith Frances,	Cambridge.
Southworth, Isabel Frances,	Methuen.
Sullivan, Dorothy Helen,	Haverhill.
Sullivan, Dorothy Paula,	Lawrence.
Sullivan, Marguerite Frances,	Lowell.

Sundell, Ella,	Lawrence.
Symonds, Sylvia Beatrice,	Lowell.
Walker, Barbara Elizabeth,	Lowell.
Whelton, Teresa Louise,	Lowell.
Winning, Gladys Elizabeth,	South Chelmsford.
Woodbury, Ruth,	Lowell.
Wright, Florence Claribel,	Haverhill.
Zelig, Sadie Inese,	Haverhill.

Three-year Course.

Graduating in 1917.

Keith, Georgiana Patricia,	Lowell.
Smart, Etta Foss,	Haverhill.

Graduating in 1918.

Blaisdell, Mildred Ethel,	Tewksbury.
Brooks, Isabel,	Woburn.
Colby, Jessie Beatrice,	Hillsboro, N. H.
Nelson, Betty Annette,	West Chelmsford.
Pratt, May Jeanette,	Lowell.
Sullivan, Bertha Frances,	Billerica.
Taber, Gladys June,	Lowell.
Thomas, Harriet Palmer,	Lowell.
Vaughan, Anna Mary,	Cambridge.

Special Students — 1916–17.

Brooks, Helen,	Lowell.
Cornell, Hazel Frances,	Lowell.
Driscoll, Dorothy Ignatia,	Lowell.
Lynch, Josephine Louise,	Cambridge.
Moloney, Stella Gertrude,	Lowell.
Nesmith, Harriet Louise,	Lowell.
O'Brien, Gertrude Frances,	Lowell.
Sherburne, Mary,	Lowell.
Walsh, Adelaide Fiske,	Lowell.

STATE NORMAL SCHOOL
LOWELL MASSACHUSETTS

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STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS

TWENTY-SECOND YEAR

1919-1920

Publication of this Document
approved by the
Supervisor of Administration.

Educational Directory.

Board of Education.

Term expires May 1	Members.	
1919.	FREDERICK P. FISH, *Chairman*,	84 State Street, Boston.
1920.	SARAH LOUISE ARNOLD, . .	73 Longwood Avenue, Brookline.
1919.	Mrs. ELLA LYMAN CABOT, . .	1 Marlborough Street, Boston.
1921.	A. LINCOLN FILENE, . . .	Corner Washington and Summer streets, Boston.
1919.	FREDERICK W. HAMILTON, .	95 Avon Hill Street, Cambridge.
1920.	MICHAEL J. DOWNEY, . . .	Boston, Mass.
1920.	PAUL H. HANUS, ...	37 Kirkland Street, Cambridge.
1921.	WALTER V. McDUFFEE, . .	Central High School, Springfield.
1921.	GEORGE H. WRENN, . . .	Springfield.

PAYSON SMITH, ... *Commissioner of Education.*

Elementary and High Schools.

FRANK W. WRIGHT, ... *Deputy Commissioner of Education.*

Agents.

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CLARENCE D. KINGSLEY, ... *High Schools.*

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ANNA P. HANRAHAN, . .	*Assistant in Charge of Teacher Training for Day and Evening Household Arts Schools.*
CARL E. HERRICK, . .	*Administration Agent.*

University Extension.

JAMES A. MOYER, ...	*Director.*

AGENTS.

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JOSEPH W. L. HALE,[1] . . .	*Correspondence Instruction.*
CHARLES W. HOBBS, . . .	*Editor and Supervisor of Instruction.*
—— ——	*Extension Classes.*

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ROBERT I. BRAMHALL, . .	*Registration of Teachers.*
JAMES F. HOPKINS, . . .	*Director, Art Education.*
GEORGE H. VARNEY, . . .	*Chief Clerk.*

Office of the Board.

ROOM 217, EAST WING, STATE HOUSE, BOSTON.
Hours, 9 to 5; Saturdays, 9 to 12.

[1] On leave of absence with Chester, Pa., Shipbuilding Company.

Faculty.

John J. Mahoney,	Principal.
Clarence M. Weed,[1]	*Nature study and school gardening.*
Josephine W. Chute,	*Drawing and practical arts.*
Mirion H. Milner,	*Physical education and hygiene.*
Sarah E. Lovell,	*English.*
Albert Edmund Brown,	*Music and English diction.*
William E. Riley,	*Penmanship and reading methods.*
Elizabeth M. Humphrey,	*Assistant, physical education.*
Blanche A. Cheney,[2]	*Civics.*
Frances Clark,	*Geography and mathematics.*
Helen L. Hogan,	*Assistant, English.*
Ethel E. Kimball,	*Secretary and librarian.*
Alma McCrum,[2]	*Psychology.*
Emma Ramsay,	*Supervisor of practice.*
Elizabeth D. Fisher,	*History, arithmetic.*
Adrienne Fitts,	*Nature study and school gardening.*

Practice Department.

Bartlett Training School, Lowell.

CHARLOTTE M. MURKLAND,		Principal.
Belle A. Prescott,	Seventh, eighth and ninth grades,	*Literature.*
Amy L. Tucke,		*Arithmetic and music.*
Alice D. Sunbury,		*Grammar and domestic science.*
Sara E. Ames,		*History, civics and sewing.*
Kathleen E. Driscoll,		*Geography and drawing.*
Charles Seede,		*Manual training.*
Celia Standish,		*English.*
M. Beatrice Shea,		*Penmanship and spelling.*
Belle F. Batchelder,		Sixth grade.
A. Gertrude Stiles,		Sixth grade.
Maria W. Roberts,		Fourth and fifth grades.
Katherine Farley,		Fifth grade.
E. Belle Perham,		Fourth grade.
Mary F. Wallace,		Third grade.
Essie E. Roche,		Second and third grades.
—— ——		Second grade.
Eleanor J. Le Lacheur,		Second grade.
Mary E. Snow,		First grade.
Regina B. Frappier,		First grade.
Helen W. Noyes,		Principal of kindergarten.
—— ——		Assistant.

[1] On leave of absence. [2] On leave of absence, part time.

New Moody Street Training School, Lowell.

Addie B. Merrill,	Third grade.
Grace C. Delaney,	Third grade.
Anna I. Cassidy,	Second grade.
Maude M. Hardy,	First grade.

Lexington Avenue Training School, Lowell.

Carrie M. Hart,	*Teacher.*

North Tewksbury Training School.

Eva L. Hersey,	*Teacher.*

South Tewksbury Training School.

Miriam Wiggin,	*Teacher.*
Ethel M. Hadley,	*Teacher.*

The School Calendar.

1919

First Entrance Examinations.[1]

June 17 and 18.

Graduation.

Tuesday, June 25.

Midsummer Vacation.

Second Entrance Examinations.[1]

September 8 and 9.

School Year Begins.

Thursday, September 10.

Columbus Day.

October 12.

Thanksgiving Recess.

November 27 and 28.

Christmas Recess.

Week of December 21.

1920.

Spring Recesses.

Week of February 22.
Week of April 25.

Patriot's Day.

April 19.

Memorial Day.

May 30.

Graduation.

June 22.

[1] See page 9.

Massachusetts Normal Schools — Schedule of Examinations.

TUESDAY, JUNE 17, 1919.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00–5.00.	General science, community civics, current events.
11.30–12.30.	Household arts, manual training.		

WEDNESDAY, June 18, 1919.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Algebra.
8.30–10.00.	French, German, Spanish.	2.30–3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30–4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30–5.30.	Biology, botany, zoölogy.

MONDAY, SEPTEMBER 8, 1919.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00–5.00.	General science, community civics, current events.
11.30–12.30.	Household arts, manual training.		

TUESDAY, SEPTEMBER 9, 1919.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Algebra.
8.30–10.00.	French, German, Spanish.	2.30–3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30–4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30–5.30.	Biology, botany, zoölogy.

Wednesday, September 10, 1919, 9 A.M., normal schools open.

State Normal School.

Lowell, Massachusetts.

I. WHY GO TO NORMAL SCHOOL?

This catalogue of the Lowell Normal School is put into the hands of high school students for the purpose of interesting them in the idea of taking up teaching as a profession, and for the further purpose of informing them as to what this normal school offers to young women so interested. The principal of the school feels that it is highly important, by way of vocational guidance, to set down first of all a few statements intended to cause serious-minded students in the high school to think seriously of teaching as an opportunity for splendid service; hence the following. These statements, be it noted, are written — some of them — by young people who are at present members of the school. Their viewpoint should be extremely interesting to young people of about the same age.

Why go to normal school? This is a question that many seniors in secondary schools will be asking themselves within the next few weeks. The fact that 25,000 graduates of Massachusetts State normal schools have answered this question for themselves satisfactorily in the past should give it serious consideration in the present, which promises so much by way of opportunity and achievement for our school system.

It is already apparent that society will increasingly demand expert training of those who are to teach its children. With 85 per cent of the teachers in the State possessing educational preparation beyond graduation from a four-year secondary school course, it is evident that Massachusetts is leading in this movement to guarantee the adequate scholastic and professional preparation of her teachers.

We have the assurance that both the State and the local communities are determined that the teaching profession shall be placed upon a sound economic basis; that the remuneration of the teacher shall be commensurate with the high quality of public service rendered. No question of public policy is receiving more thoughtful attention to-day than that of securing for teachers both a living and a saving wage. Gratifying headway is being made in many parts of the State.

There is, furthermore, the durable satisfaction that comes to the teacher in realizing that, through skillful teaching, she has been able to guide the thought, feeling and action of a group of the people's children. We see, to-day, more clearly than ever before, that the safety and very existence of our State and Nation depend upon straight and sound thinking in our people.

Preparation for teaching comes as a challenge to those who would render genuine service to the State. Many seniors in high schools will this year accept this challenge. Will you?

FRANK W. WRIGHT,
Deputy Commissioner of Education.

Take up our quarrel with the foe.
To you from falling hands we throw
The torch. Be yours to bear it high.

The war has awakened all Americans to a new sense of service and responsibility. In this period of strain, at the close of the war, every true American should strive to fulfill his duty and give his service to his country.

America calls for trained teachers. She needs, not high school graduates, or less, but normal school graduates. A normal school training is what every prospective teacher needs. It supplies knowledge of subject-matter, methods of teaching and the knowledge of child nature. Besides these essentials it supplies a training in character building, in developing those traits of co-operation, responsibility, trustworthiness, helpfulness and obedience which every teacher must

develop and nurture in her children. Every one who is to teach must thoroughly believe and live America's motto, "Service for Others."

Teaching is a service whose value is being more widely recognized to-day. All modern leaders realize, now as never before, that trained instructors for the youth of America must be given a remuneration equal to their professional duty.

What more can be wished for in life? The teaching profession offers happiness through service, and material satisfaction in ample salaries. The teacher may feel that she too has grasped the torch and is doing her part to "bear it high." — BERYL M. FRADD, 1919, *Captain, Section I.*

Great happiness comes from being of service to some one. The teacher's life is one of service. It is her privilege to train the little ones under her care to be boys and girls who will grow to be the great men and women of the future. Think of the satisfaction that will come some day to a teacher if some one says of her, "It was my teacher who first led me to think of worth-while things."

Hundreds of children who go to our schools come from crowded tenement districts. The teacher has the great privilege of making a little sunshine in their dark lives. She can give them perhaps the only opportunity they will have of finding out the good things in life. From day to day she will receive her thanks as she looks at the shining faces of those to whom she has brought joy.

The demand for teachers is growing greater and greater. The demand for well-trained teachers is imperative. Without question, the parents of to-day wish their children to be taught by "real" teachers, — teachers who know what they are doing and why they are doing it. School teaching is rapidly taking its proper place as a profession. Teachers' wages, a necessity no matter how great the joy of service, are increasing. This past year the Lowell Normal School has placed all of the three-year course girls in places paying the State minimum of $550. One girl was promised $700 if she makes good. These girls have not yet graduated from the

school. Even now a bill is before the House which has to do with raising the State minimum from $550 to $650. Some day, and soon, too, the teaching profession will receive as large a salary as other professions.

Yes, teaching is a paying proposition. And think of the joy besides. — HELEN THISSELL, 1919.

Have you ever considered what teaching school really means? At first thought you may say it is nothing but pouring out uninteresting facts to a group of passive children. You may despise the profession as the most monotonous and unappreciated task offered high school graduates. School teaching may have been this to a certain extent in the past, but it is no longer so.

Remember the age in which we live. It is the greatest the nation has ever faced. We have just completed the most horrible, most bloody World War — all for what? Democracy! We have given our brothers and friends that Democracy might not perish. They have done their duty nobly. Thousands have made the supreme sacrifice. How are we to assure them that this sacrifice has not been made in vain? By keeping secure that which they have fought to save. How are we to do that? Proper training of our future citizens is the only solution.

The position that we as a nation will be called upon to take in world affairs in the immediate future will impose serious reponsibility of clear thinking, just decisions and wise action on the future citizens. To meet this responsibility our boys and girls must be educated properly. They must be placed in the hands of carefully trained teachers.

Thus it is the sacred duty of the teaching profession to guide and develop the youth of our nation. School teaching is no longer a mere "job," for which slight compensation is given. It is a democratic duty which all who have sensed the nation's call are asked to perform. The keynote of the present century is "Service," and the school teacher is the most important servant of society.

You may think this call does not apply to you. Do you

realize that 10,000,000 of our boys and girls are being taught by teachers who have had no training for their work? Does this not mean that 10,000,000 future citizens are not going to be fully prepared to meet their responsibilities? You are asked to attend a normal school in order to help remedy this situation.

When you are about to make your decision, then, as to what work in life you will take up, consider seriously the urgent appeal that the world as a whole is making to you. Do not forget that you are being asked not only to teach the child, but to develop and mold him into a good citizen. — MARGARET A. DUGAN, 1919, *Housekeeper, Section I.*

Would you not like to help make this wonderful country of ours better? We have just finished the greatest war in history. Democracy has been fighting against Autocracy. As we see it now, Democracy is victorious. But Democracy is even now on the edge of a period of stress and strain. The next few years will decide whether in truth "the world will be safe for Democracy." Who is going to take us safely through this period and overthrow Autocracy in all its forms? Obviously, the future citizens of America, — the children who are now in our public schools. They are the ones to whom we must look for the salvation of Democracy.

It is necessary, therefore, that we properly educate these young citizens. They must get this education while they are in school. It is the teacher's task to train them so that we Americans may continue to enjoy the blessings and privileges for which our forefathers fought. We must have well-trained teachers to do this. That is what our normal schools are for.

Since the teacher is the one who guides the citizens-in-the-making, she is really the one who is going to make Democracy safe for all time.

Will you not come to the normal school and learn how to do this service for the country you love?

Just a word on the economic side of the question. The public is beginning to see the importance of the teacher. Some girls do not want to be teachers because of the small

salary the teacher receives. Teachers' salaries have been increased and are going to keep on increasing. You may say you can make more money in other lines of work. This was true in the past, but the teaching profession will soon take its place among those that are adequately paid. No one will ever become very rich from her gains as a teacher. But, on the other hand, the teacher of the next twenty years will receive considerably more by way of compensation than the satisfaction that comes from the feeling that she is doing a fine service. The day of the underpaid teacher is rapidly going by. — ANASTASIA BROWN, 1919.

The normal schools are designed primarily to train teachers for the elementary schools.

The elementary schools of the country have accomplished wonders in the past for popular government and enlightenment, and for the development and maintenance of democratic institutions. Their work has been appreciated, but it will be more justly appreciated in the coming years.

More will be expected of the elementary schools in the future. They occupy the most important place in the scheme of popular education; they are more important than secondary schools and colleges; if their work is done well, the work of the secondary schools and colleges will be easy; if their work is not done well, neither secondary schools nor colleges can make up the deficiency.

The normal schools open the way to this most attractive and satisfying field of service, — the elementary schools; and because it is attractive and worth while, and calls for the highest and finest kind of service, it should need no argument to prove that the normal schools should attract girls of the highest types, — girls of intellectual power, of high ideals, of fine disposition, of ambition; girls who wish to be of some real use to the world. — HUGH J. MOLLOY, *Superintendent of Schools, Lowell, Mass.*

II. WHAT THE LOWELL NORMAL SCHOOL OFFERS.

(a) The Two-year Course.

This is intended primarily to fit students to teach in the first six grades of the elementary schools, but opportunity is given specially selected students to train for the more advanced grades if they so desire. During the first or junior year instruction is carried on very largely in the classes of the normal school proper. But in addition, for about eight weeks of the junior year, each student takes a course in observation and participation in one of the practice schools, for the purpose of coming to a first-hand knowledge of children in the classroom. During these eight weeks, for an hour each day, juniors observe classroom practices under the direction of a normal school instructor, and opportunity is given for teaching small groups of children. Students are thus enabled early in their course to decide as to their real aptitude for teaching, and to choose the particular type of work that furnishes the most appeal. During the senior year one entire term of twelve weeks is again given over to work in the practice schools, and this time students are given a larger measure of responsibility for the actual teaching and management of the classroom. Throughout the entire course — and this applies to the other courses as well — the emphasis is placed not so much on the acquisition of knowledge, which is the goal in the ordinary higher institution of learning, as on the development of skill in applying methods of instruction, and the underlying aim stressed in all the courses is the *study of children* and the *teaching* of *children.* Young women who like children cannot fail to find normal school work keenly interesting.

The two-year course is the one elected by the great majority of students. Graduates find places in rural communities and in the smaller cities and towns.

(b) The Three-year Course.

This offers all the subjects and activities offered in the two-year course, and in addition gives opportunity for a full year's independent teaching in selected communities. The three-year student leaves the normal school in April of her senior year, and enters upon a year's teaching. This is done under regular classroom conditions, and under pay. Several times during the year she is visited by normal school instructors, and her progress noted. In April of the year following she returns to the normal school for her final term of work, and graduates in June. Such a student graduates with a full year of teaching to her credit, and is not regarded as an inexperienced beginner. During the year 1918 the Lowell Normal School enrolled eighteen students for three years of work. The universal testimony is to the effect that the added year of work "in the field" is of great value, indeed.

(c) The Course for Supervisors of Music.

This is a professional graduate course to provide proper and adequate training, both theoretical and practical, for supervisors of music in the public schools.

The aim of the course is to give students a professional training that shall be more extended, more practical and more comprehensive than the training which is usually obtained through a short and necessarily hurried course in a summer school. It is further intended that this course shall train and equip supervisors of music who shall be able to assume leadership in the schools in which they are employed. The extensive training facilities connected with the Lowell Normal School are at the disposal of those persons who are admitted to this course. The course, which is one year in length, is open to graduates of colleges and normal schools, and to such other persons, teachers of experience, as have a sufficient knowledge of the subject-matter of music. The Lowell Normal School undertakes to supply candidates for vacancies which may occur in the field of music supervision.

Candidates interested in this course should write to the principal for further particulars.

ON THE CAMPUS

(d) Other Special Courses.

Students who have exceptional qualifications may register for a year's work in special subjects. Such a student cannot be regarded as eligible for a diploma, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board of Education. The candidates interested in these special courses should communicate with the principal, as special arrangements must be made to suit individual needs.

(e) The Life of the School.

The Lowell Normal School offers instruction of various sorts through the medium of the courses above mentioned. But by no means the least valuable phase of the *education* received at the school inheres in the life and in the activities of the school itself. There is no dormitory at Lowell, but there is the "School and Society League." And through the league the students have during the past few years inaugurated and made part of the school life a variety of activities that rarely find place in a day school. The following is the story of the league, and what it does: —

For the past three years the Lowell Normal School has been developing a responsible and serviceable citizenship among its students through the medium of the School and Society League, a plan of student participation in the activities and government of the school, and, in a more limited degree, in the life of the community.

As stated in the constitution the purpose of the league is to foster student activities, to maintain good government in the school, to cultivate high ideals of conduct, and to prepare the future teacher for effective service in the community. The activities of the league afford abundant opportunities for the students to get real practice as citizens of a true democracy, and at the same time to cultivate those habits and attitudes which make for good citizenship in a democracy.

There must be some machinery to direct these activities. The form of this scheme is borrowed from the Washington

Irving High School of New York City. It is, however, much simplified and otherwise adapted to fit the needs and conditions of the Lowell Normal School. Each half year the student body elects a group of general officers, who constitute the governing council of the league and who act as department chairmen. Each section elects three section officers, namely, a captain who is responsible for good order in her section, a lieutenant who reports the attendance, and a housekeeper whose duty it is to secure good housekeeping throughout the school. The section officers hold frequent meetings to discuss and solve the problems of their respective departments. These problems may be reported to the governing council for further discussion and final solution in the form of regulations or recommendations to the league. The council, at its discretion, may submit any important question to the vote of the entire student body. When these girls frame rules regulating their own conduct they subordinate their selfish interests to the welfare of the school. In this way they learn that democracy is intelligent self-direction.

There are four distinct lines of league activities, all of which require constant exercise in good judgment, — responsibility, courtesy, initiative and co-operation. The chairman of the housekeeping department, assisted by the section housekeepers, does all in her power to promote beauty, orderliness and neatness in all parts of the building, but her particular province is supervision of the lunch rooms, where she has charge of the linen, the floral decorations, etc. Each student is expected to co-operate with the housekeepers in maintaining cleanliness, and to be responsible for the proper disposal of her own litter.

The chairman of the traffic department, assisted by the captains of the different sections, has general charge of the traffic of classes and the maintenance of order in study halls, corridors and lunch rooms; also in classrooms when no teacher is present. Train marshals are directly responsible to the traffic chairman for the quiet behavior of all students on streets, trolleys and trains. The traffic chairman often conducts devotional exercises. The monthly fire drill is practiced under her direction. The traffic department is always ready

THE RED CROSS FESTIVAL.

to assist visitors in every possible way. Seating arrangements and ushering at all school functions are other important duties of the traffic department.

The work of the social department is varied. Aided by her standing committee, the social chairman has charge of the weekly assembly at which a musical or literary program may be given by the students; or it may take the form of a forum at which public questions are presented and discussed. The management of all school affairs, such as pageants, bazaars, guest socials, masquerades, glee club concerts, recitals and various other school entertainments, gives our students much valuable social training which may be utilized later on by the communities in which they teach.

During the summer vacations the community chairman and her committee have given helpful service on the playgrounds of Lowell. Co-operating with the Middlesex Woman's Club and with the Y. W. C. A., this department has conducted a Saturday morning story-hour for children. The community department — in fact, the whole league — entered heartily into the various war activities, such as Red Cross work, conservation of food, tag days, patriotic parades, etc. Under the direction of the community chairman the league has purchased war savings stamps and Liberty Bonds, and has subscribed to the soldiers' library. Another war activity was the league garden. The success of this enterprise was due to the whole-hearted co-operation of the students. In all these activities not only are the students cultivating the desirable habits and attitudes of self-control, courtesy, responsibility, initiative and teamwork, but they are coming to realize that the finest citizens in a democracy serve their fellows. This idea of service runs like a thread of gold through all phases of the school life.

The latest and perhaps the most important development of the School and Society League has for its very keynote the desire to render helpful service. This committee of "big sisters" writes scores of friendly letters to the three-year students who are teaching in the rural districts of the State. Besides writing letters to their own schoolmates in the field

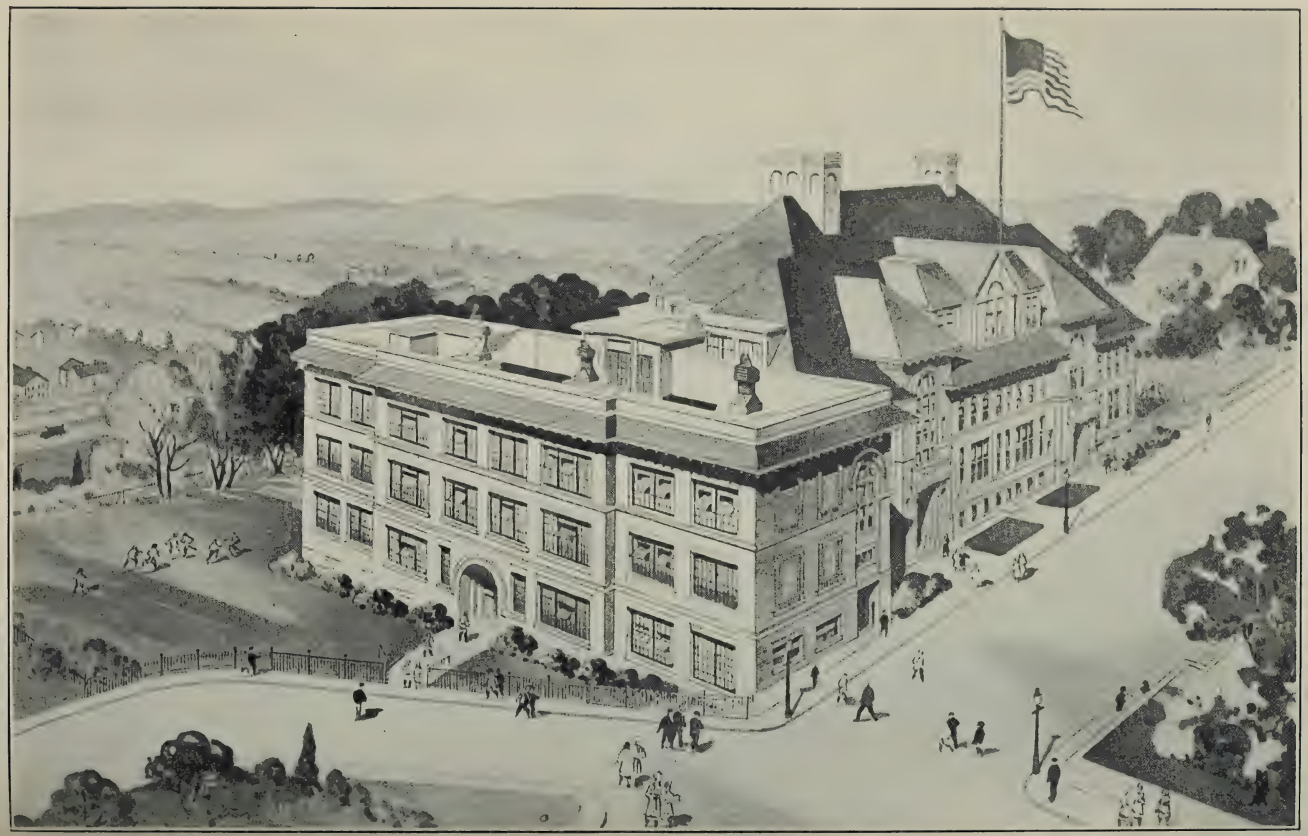
the "big sisters" keep up a lively correspondence with the children in these rural schools. From time to time members of the faculty send out helpful bulletins, lesson plans, new games, folk dances, rote songs, seat work and programs for holiday celebrations. Contributions of books, magazines, pictures and scrapbooks have been sent to many schools. It is our belief that the work of the "big sisters" is distinctly worth while to all concerned.

III. BUILDINGS AND ACCOMMODATIONS.

(a) The Normal School.

The school is one of the State's most beautiful buildings, and one of the most modern in every particular. It was provided for by an act of the Legislature approved January 6, 1894. A tract of land about 3 acres in extent, at the corner of Broadway and Wilder Street, was selected as a site, and the school built thereon was opened to pupils October 4, 1897, and dedicated June 15, 1898. The building is situated on high land in the western part of the city, facing the beautiful Merrimack River, and although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance to the Boston & Maine station.

The normal school possesses every possible equipment. The classrooms are large and cheery. On the second floor is a library containing hundreds of volumes. The gymnasium and showers on the third floor, and the tennis courts and recreation grounds, give fine opportunity for all forms of physical training and exercise. A comfortable rest room for students adjoins the assembly hall on the second floor. In the basement the Domestic Science Department furnishes accommodations for approximately 200 pupils. Here a hot luncheon is served daily by the students of the Lowell Vocational School at a very nominal cost to the normal school faculty and students. The Department of Natural Science and School Gardening occupies two large rooms on the top floor, and operates garden plots, both on the school grounds and on land in the near vicinity. There is a special room given over to lantern lec-



THE NEW BARTLETT TRAINING SCHOOL.

tures, and fitted with all the necessary appointments. Judged from a physical standpoint, few schools anywhere present a larger measure of attractiveness than the Lowell Normal School.

(b) The Practice Schools.

These are five in number. In the city itself is found the Bartlett, the New Moody and the Lexington Avenue. In the town of Tewksbury are two rural schools, — a one-room building in North Tewksbury, and a two-room building in the south district.

The Bartlett School, remodeled this year, is now a building of twenty-four regular classrooms, grades 1 to 9. Besides these there are ten conference rooms, where small groups of children are taught by students of the normal school. In every particular the building is the last word in modern equipment. Movable furniture makes possible the activities of the socialized school. The cooking room, the shops, the baths, the playrooms, the music room, — all contribute to acquaint normal school students with the life of a modern elementary school. In this school senior students carry on the greater part of their practice work.

The New Moody is a primary building of three rooms. A distinctive feature of this school is the school garden of large area operated by the children in the third grade.

The Lexington Avenue School, a one-room building, is one of the ungraded type. Here normal school students become acquainted with the difficulties of handling several grades in a room. The conduct of the noon lunch period in this school has attracted wide attention.

The ungraded school at North Tewksbury gives students a taste of actual conditions in some of our rural communities, — eight grades in a single room. Before the end of her practice period, each girl is required to conduct the program for this room independently. It is the best possible training for work in the smaller districts, where so many inexperienced graduates find their first teaching positions. Then in the south district of the town is found the Shawsheen School, so called, situated

in the heart of a pine grove. This is a two-room building, also ungraded, where further practice under rural school conditions is afforded. This school, like the New Moody, is distinctive because of its exceptional garden facilities.

In conclusion it may be said that, owing to the wide variety of practice arrangements connected with the Lowell Normal School, students may come to know every type of grade school work, including the work of the junior high school.

(c) Other Practice Facilities.

Every year a limited number of seniors is selected to teach for six-week periods in the schools of neighboring towns. Students in this group are paid for their services. Inasmuch as these assignments are made on the basis of superior merit, there is thus available a source of revenue to members of the school who show both need and capability.

(d) Living Accommodations.

Lowell has no dormitory, but a list of rooms and boarding places is kept on file at the school. Students who wish to work their way through school may find opportunities to earn enough money to pay their living expenses. As stated above, a midday luncheon is served at the school on days when school is in session.

(e) The Placement Bureau.

The great majority of the graduates secure their teaching positions through the school office. As accurate a follow-up record as it is possible to obtain is kept, with the idea of recommending graduates for more advanced positions when superintendents apply for teachers. During the past year many more calls were received than the school was able to fill. Graduates who show promise can rely on being selected from time to time for increasingly remunerative positions.

(f) In General.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of $25 for each half year.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents to investigate its methods, attend classes or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

IV. REQUIREMENTS FOR ADMISSION.

The admission requirements are as follows: —

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities, or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit

detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B," and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition,	3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra,	1 unit.
(3) Geometry,	1 unit.
(4) History,[1]	1, 2 or 3 units.
(5) Latin,	2, 3 or 4 units.
(6) French,	2 or 3 units.
(7) German,	2 or 3 units.
(8) Spanish,	2 units.
(9) Physics,	1 unit.
(10) Chemistry,	1 unit.
(11) Biology, botany or zoölogy,	½ or 1 unit.
(12) Physical geography,	½ or 1 unit.
(13) Physiology and hygiene,	½ or 1 unit.
(14) General science,	½ or 1 unit.

[1] History includes ancient, mediæval and modern; English history, American history and civics, current events, history to 1700, and European history since 1700.

(15) Drawing,	½ or 1 unit.
(16) Household arts,	1, 2 or 3 units.
(17) Manual training,	1 unit.
(18) Stenography, including typewriting,	1 or 2 units.
(19) Bookkeeping,	1 unit.
(20) Commercial geography,	½ or 1 unit.
(21) Arithmetic,	½ or 1 unit.
(22) Community civics,	½ or 1 unit.

For the present the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant. Work in any subjects approved for graduation, in addition to that for which credit is gained by examination or certification, may count towards these five units.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification. Students who have completed the work of the third year may present themselves in either June or September for examination in five of the seven units in-

cluded under "B." The examination in English must be taken at the end of the fourth year.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education, as follows: —

A high school in Class A may[1] certificate[2] to a State Normal School any graduates in subjects in which they have a mark of A or B.

A high school in Class B may[1] certificate[2] to a State normal school only those graduates who are in the upper half[3] of the graduating class, and have attained a mark of A or B in at least 10 of the 15 units counted toward graduation from high school.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B."

In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (*a*) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner

[1] The principal of a high school is expected to certificate to a normal school only such pupils as are, in his judgment, reasonably likely to succeed in the normal school and in teaching.

[2] Candidates whose certificates are accepted by the principal of the normal school are exempted from entrance examinations in those subjects in which they have secured in the last year of work in that subject a mark of A or B, or a mark upon which the school certificates to colleges in the New England College Entrance Certificate Board.

[3] The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(*b*) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (*a*) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

V. CURRICULA.

1. Department for Elementary School Teachers.

Designed primarily for students preparing to teach in the first six grades of elementary schools, and rural schools of all grades.

A period is forty-five minutes in length.

Name and Number of Course.	Number of Weeks.	Periods Weekly.	
		In Class.	Expected Preparation.
First Year.			
English 1,	19	3	2
English 1A,	30	2	2
Oral Reading 1,	38	2	2
Penmanship 1,	38	2	2
Literature 1,	19	3	2
Library Instruction 1,	38	1	1
Arithmetic 1,	38	2	1
Geography 1,	38	2	1
Physical Education 1,	38	4	–
Physical Education 3,	38	2	–
History and Social Science 1,	38	3	2
Drawing 1,	38	3	2
Practical Science,	38	4	2
Music 1,	38	3	2
Education 1,	12	5	5
Second Year.			
English 2,	13	4	2
English 2A,	26	2	2
Oral Reading 2,	26	1	2
Penmanship 2,	13	2	2
Literature 2,	13	4	2
Library Instruction 2,	26	1	1
Arithmetic 2,	26	1	1
Geography 2,	26	2	1
Physical Education 2,	26	4	–
Physical Education 4,	13	2	–
History and Social Science 2,	13	4	2
Practical Arts 1,	26	3	2
Music 2,	26	3	2
Education 3,	26	2	4
Education 4,	13	4	2
Education 2,	12	30	20

2. Department for Music Supervisors.

Designed for students preparing to become supervisors of public school music.

Name and Number of Course.	Number of Weeks.	Periods Weekly.	
		In Class.	Expected Preparation.
Music 3,	36	8	2
Music 4,	36	14	4
English 3,	36	1	2
Education 3,	36	2	3

This is a special course to which only third-year or more advanced students are admitted. It is highly important that each student shall have had some experience in teaching in the public schools before entering this class. At least a year's experience as a grade teacher is invaluable and almost indispensable. The course may be completed in one year or more, according to the ability of the student.

3. Three-year Course.

This course will consist of the regular two-year course and one year's practice teaching in rural schools of Massachusetts. Students taking this course will receive compensation while they are at work in these rural schools.

VI. BRIEF DESCRIPTION OF SUBJECTS OFFERED.

ENGLISH.

English 1. Oral and written composition. Miss Lovell.

First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

In this course the student gains a thorough knowledge of our new course of study, "English: A Course of Study for Elementary Schools with Graded Standards." The aim of this course is —

1. To graduate pupils able to talk or recite for a few minutes in an interesting way, using clean-cut sentences and good enunciation.

2. To graduate pupils able to write an interesting paragraph of clean-cut sentences, unmarked by misspelled words and by common grammatical errors.

That teachers may know their share in accomplishing this goal, definite aims with necessary methods for oral and written work are suggested for every grade. In connection with both oral and written work the teacher finds definite standards, — copies of actual recitations showing just how the pupil may fulfill the aims of that grade.

Students are also given an opportunity to realize these aims in connection with their own oral and written work. The habits of correct position and voice expression must here be joined with the habit of talking in an interesting way, using clean-cut sentences free from grammatical errors.

English 1A. Oral expression. Miss Hogan.

First year. Thirty weeks; two class periods and two periods expected preparation weekly.

The aim of this course is twofold: first, to develop the speaking voice; and second, to insure correct habits of speech on the part of the student.

English 2. Oral and written composition. Miss Lovell.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to review and continue the study of "English: A Course of Study for Elementary Schools with Graded Standards." After observation in the practice schools the students are ready to work out and suggest other definite plans for carrying out the aims of each grade. "Hints and Helps" in every grade are discussed and enlarged from actual experience with the work in that grade. Every student is trained to give the required models of oral and written work in all the grades.

English Language 2A. Oral Expression. Miss Hogan.

Second year. Twenty-six weeks; two class periods and two periods expected preparation weekly.

The aims are similar to those of the first year with further development of the use and power of personality.

The methods are the study of poetic interpretation, pantomime, platform art and dramatics.

English 3. Special course in poetry for special students in music. Miss Hogan. Thirty-six weeks: one class period and two periods expected preparation weekly.

The aim of this course is to give the student a knowledge and appreciation of our best poetry and the poetry suitable for children, choice English lyrics, the ballad and the works of those who have written much which children enjoy.

Oral reading 1. Mr. Riley.

First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim of the course is to prepare the students to teach the mechanics of reading and to acquaint them with the latest methods of teaching reading.

Oral reading 2. Mr. Riley.

Second year. Twenty-six weeks; one class period and two periods expected preparation weekly.

The aim of this course is to train students in the selection of content, and to acquaint them with the best methods of teaching silent reading.

Penmanship 1. Mr. Riley.

First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim is to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

Penmanship 2. Mr. Riley.

Second year. Thirteen weeks; two class periods and two periods expected preparation weekly.

The aim is to prepare the students to train their pupils to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

Literature 1. Children's literature. Miss Lovell.

First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

This course in literature offers a brief survey of the history of children's literature. This leads to a study of a library of literature for the first six grades; why it is taught, how to choose it and present it, and where it may be found.

Literature 2. Children's literature. Miss Lovell.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

This course offers continued study in the prose and poetry less suited to the grades. This wider study of children's literature includes reading and reports in classic myths and tales of chivalry; in stories dealing with the animal and outdoor world; in tales of humor and adventure. The best in current magazines and modern literature is brought to the attention of the class through class talks and reading reports.

Library Instruction 1. Miss Kimball.

First year. Thirty-eight weeks; one class period and one period expected preparation weekly.

This course aims to give students a working knowledge of a library. Reference books, periodical indexes and current magazines are studied. Enough library science is included so that students may know where to find books and how to use a card catalogue intelligently.

Library Instruction 2. Miss Kimball.

Second year. Twenty-six weeks; one class period and one period expected preparation weekly.

This course is a continuation of Library Instruction 1, with special attention given to the making of book lists for use as supplementary material in elementary grades.

ARITHMETIC.

Arithmetic 1. Miss Clark.

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students in methods of teaching arithmetic in the first four grades. Notes, plans and objective material are accumulated.

Arithmetic 2. Miss Fisher.

Second year. Twenty-six weeks; two class periods and one period expected preparation weekly.

This is a continuation of Course 1, with the special aim of preparing pupils for arithmetic work in grades 5 and 6. It includes plans for the development of fractions, common and decimal; simple percentage and mensuration; applied problems; and standard scales of measurements. It includes, also, a content course based upon the needs of the students. Whenever possible problems naturally arising are utilized.

GEOGRAPHY.

Geography 1. General course. Miss Clark.

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students for work in the first four grades of elementary schools. The course includes the observation of weather conditions and the making of weather records, the study of peoples, occupations, surface features, the Merrimack River as a type, map development with sandboard construction and current events.

Geography 2. Methods course. Miss Clark.

Second year. Twenty-six weeks; two class periods and one period expected preparation weekly.

This is a continuation of Course 1, and includes some mathematical, physical and commercial study to serve as a background for the work of the first six years in the grades. Various lines of geographical study are followed out through the study of projects. The course includes field work, current events, lesson plans and the accumulation of objective material.

PHYSICAL EDUCATION.

Physical Education 1. Gymnastics and calisthenics. Miss Humphrey.

First year. Thirty-eight weeks; four class periods weekly.

The aims of this course are twofold: first, to develop physical strength, health and endurance in the student; second, to give her a practical knowledge of plays, games and dances. Besides learning these plays, games and dances the student is taught how they should be arranged so as to give the child the proper amount and kind of exercise.

Physical Education 2. Gymnastics and playground. Miss Milner.

Second year. Twenty-six weeks; four class periods weekly.

This course aims to give further instruction in formal gymnastics with special bearing upon faulty posture; also further training and practice in story plays, rhythmic plays and dances, together with methods of teaching and adaptation of all games and plays to the classroom and playground.

Physical Education 3. Personal hygiene. Miss Milner.

First year. Thirty-eight weeks; two periods weekly.

The aim of this course is to secure in the normal student settled habits in care of the body which will lead toward stronger, healthier and more efficient lives. Such habits can be secured only by repeated action; therefore the student must be trained to insist on immediate and continuous application of every principle taught, — first for herself, later for the children under her care. She must be trained to give to the individual child the special attention which his necessities demand. She must live hygiene and train her children step by step to do the same.

Physical Education 4. School hygiene and sanitation. Miss Milner.

Second year. Thirteen weeks; two periods weekly.

This course aims to train students to consider the physical welfare of the school child through the study of the lighting, heating and ventilation of the school room, school furniture, drainage, water supply and the relation of

the school to contagious disease. Frequent clinics are held at the practice school, where the students observe children under examination by the school physician for symptoms of communicable diseases and conditions.

DRAWING.

Drawing 1. General course. Miss Chute.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with the subject-matter of drawing in the first six grades, and with best methods of presenting the same. This includes much practice in drawing.

PRACTICAL ARTS AND PRACTICAL SCIENCE.

Practical Arts 1. General course. Miss Chute.

Second year. Twenty-six weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with definite practical arts projects that can be carried out in elementary schools without special equipment.

Practical Science 1. Nature study and school gardening. Mr. Weed.

First year. Thirty-eight weeks; four class periods and two periods expected preparation weekly.

A comprehensive course aiming to prepare teachers to conduct work in nature study and gardening in the first six grades of elementary schools. It is based on personal observation of the more important phases of nature study, elementary science and school gardening.

MUSIC.

Music 1. General course. Mr. Brown.

First year. Thirty-eight weeks; two class periods and one chorus period and two periods expected preparation weekly.

The first-year course presupposes a knowledge of the elements of music. Each student learns a repertoire of songs for children of the early grades, and is required to teach at least one song to the class. The class work covers the subject-matter of the music taught in the grades. This subject-matter is based upon the four essentials of vocal music, — musical experience, voice training, music technique (for purposes of music reading) and musical interpretation, — special emphasis being made upon the technique of musical expression, tempi, phrasing, articulation, enunciation, pronunciation, etc.

Music 2. General course. Mr. Brown.

Second year. Twenty-six weeks; two class periods and one chorus period and two periods expected preparation weekly.

A continuation of the work of the first year, with methods of presenting the essentials of vocal music to children. The student is given graded courses of study and lesson plans for each grade of the rural and city schools, using various texts for illustration and practice, together with observation and teaching of classes of children in the training schools.

Music 3. Course for supervisors and special teachers of music in public schools. Mr. Brown. Thirty-six weeks; eight class periods and two periods expected preparation weekly.

The following phases of music in public education are developed: elementary: (*a*) music fundamentals and sight singing; (*b*) the aims, methods and courses as applied to the elementary schools, practice teaching and observation; (*c*) the child voice, its conservation and development; secondary: (*a*) music appreciation; (*b*) chorus conducting.

Music 4. Observation and practice for special students in music. Mr. Brown. Thirty-six weeks; twenty-four weeks' observation, six periods weekly; practice, twelve weeks, eight periods weekly; four periods expected preparation.

EDUCATION.

Education 1. Observation and supervised practice. Miss McCrum.

First year. Twelve weeks; five class periods and five periods expected preparation weekly.

The aim of this course is to give students general viewpoints in education, together with an empirical knowledge of children and of the teaching process. The course includes teaching in the first six grades under the direction of skilled teachers. It also includes observation and discussion of lessons taught either by students or by regular teachers.

Education 2. Practice teaching. Miss Ramsay.

Second year. Twelve weeks; thirty class periods and twenty periods expected preparation weekly.

The aim of this course is to give students experience in managing and teaching children in the elementary schools, both rural and graded. Teaching is done under the direction, but not necessarily in the presence, of skilled teachers, that the students may acquire habits of efficiency in teaching and school management with as little waste in time and energy as possible.

Running parallel with the period of practice teaching is a series of conferences in which the students have the opportunity of discussing and studying

school conditions and activities in relation to child development and general pedagogy. Included in this course is a series of demonstration lessons given by critic teachers for the students' observation and study of the various types of lessons and special methods of teaching.

Education 3. Educational psychology. Miss McCrum.

Second year. Twenty-six weeks; two class periods weekly and four periods expected preparation weekly.

A course intended to acquaint the student with the fundamental principles of the psychology of the child. The emphasis is laid on the application of these principles to method of teaching. Assigned readings, reports, lectures, class discussions, experiments, observations.

Education 4. Current problems in education. Miss McCrum.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to acquaint the student with current topics in the field of educational administration, theory and practice, and so far as practicable to inquire into the historical development of these topics.

HISTORY AND SOCIAL SCIENCE.

History and Social Science 1. General course in American history. Miss Cheney.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The specific aim of this course is to prepare students to teach history so that the experience of the past will throw light on the present; and to teach history in such a way as to develop straight thinking, independent judgments and large points of view, that is, historical mindedness rather than knowledge of historical facts.

Content and Method. — A methods course is given for the history work in the first six grades. How to teach the oral history story in the primary grades and simple "how to study" lessons in an easy text for the intermediate grades are taken up. Such materials of history as the following are used: biographies of American and world heroes; dramatic events told in prose and poem; and the mode of life, the hardships and sacrifices of our American forefathers. Throughout the course the work is vitalized by dramatization, construction work, pictures and other illustrative material.

A combined content and methods course prepares the students to teach history in the junior high school. This course includes a study of the growth of democracy, with special emphasis on the development of our American democracy, and the part which the United States has played and is now playing in securing world democracy.

In the supervised study period the use of various texts, references and outside readings affords much practice in gathering and organizing knowledge for the solution of significant problems. The discussion of these problems in

the socialized recitation, together with debates on current history in the school forum, tends not only to straight thinking and independent judgments, but also to the growth of democratic ideas and feelings among the students.

History and Social Science 2. Civics. Miss Cheney.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The specific aims of this course are to develop an intelligent, serviceable and loyal citizenship in the students themselves which will carry over into their own schools; to emphasize the principles of American democracy, — loyalty and devotion to the great ideals for which America stands, freedom, justice, brotherhood; the obligation of service and sacrifice in return for the opportunity for self-achievement; belief in obedience to law, — respecting the rights of others, — in majority rule, and in the American representative form of government.

The course of study for the first six grades deals with the child's relations to his community. Those problems which come within his observation and experience are taken up, with a view to developing an understanding and an appreciation of the benefits and obligations of his community life, and to securing his active co-operation with it. Activities suitable for the primary and intermediate grades are noted.

The course of study for the junior high school includes a more comprehensive, although still elementary, study of the larger affairs of national and international life, as well as the interests of the local community. Present-day social, industrial and political problems are considered, *e.g.*, public health, immigration and Americanization, and increasing democracy in industry and in governments as a result of the war.

Since in these grades as in the lower ones the end and aim of civic instruction is civic action, the various activities in which junior high school pupils may engage are also listed. There is much practice in the preparation and criticism of lesson plans and in the teaching of type lessons. Committee and individual investigations of governmental agencies are reported and discussed. In fact, the classroom procedure is so democratized that every student has the opportunity of living the life of the good citizen in this miniature democracy. Here all have equal rights and duties. As the members become conscious of their common interests, each realizes that she must play her part in promoting the general welfare. The class exercise develops initiative and co-operation in securing and contributing information. The give and take of class discussion develops self-restraint and a regard for the opinions of others.

Students.

Three-year Course.

Graduating in 1919.

Campbell, Mary Jane,	Lowell.
Coburn, Orpha Hildreth,	Dracut.
Cullen, Helen Theresa,	Winchester.
Davis, Margaret,	Woburn.
Dowd, Irene Helen,	Lowell.
Kimball, Marion Gertrude,	Haverhill.
Lunt, Gladys Charlotte,	Haverhill.
Martin, Pearl Imogene,	Lowell.
Moore, Myrtle Irene,	Cambridge.
Orchard, Ervel,	Cambridge.
Robinson, Helen Doris,	Haverhill.
Roy, Berangere Marie-Josephe,	Lowell.
Sherburne, Mary Agnes,	Lowell.
Sullivan, Dorothy Helen,	Haverhill.
Sullivan, Marguerite Frances,	Lowell.
Symonds, Sylvia Beatrice,	Lowell.
Walker, Barbara Elizabeth,	Lowell.
Wright, Florence Claribel,	Haverhill.
Zelig, Sadie Inese,	Haverhill.

Graduating in 1920.

Brown, Anastasia Mary Rita,	Fall River.
Buckley, Helen Frances,	Cambridge.
Connelly, Jeanette,	Cambridge.
Dugan, Margaret Agnes,	Ware.
Fradd, Beryl Madeleine,	Portsmouth, N. H.
Fryer, Dorothy Lenore,	Haverhill.
Gallagher, Alice Dorothy,	Lowell.

Geary, Florence Adelaide,	Lowell.
Gray, Alice Catherine,	Lowell.
Hannon, Helen Irene,	Lowell.
Herlihy, Isabel Anna,	Cambridge.
Quinn, Marion Rita,	Lowell.
Richter, Elsie Ruth,	Lowell.
Sewall, Marian,	Lawrence.
Sullivan, Bessie Kathryn,	Lowell.

Two-year Course.

Senior Class — 1918–19.

Bingham, Mary Agnes,	Nashua, N. H.
Bolan, Mary Agnes,	Haverhill.
Bradley, Marian Collins,	Lowell.
Brady, Margaret Elizabeth,	Woburn.
Cohen, Bessie Beryl,	Cambridge.
Collins, Mary Frances,	Lawrence.
Colloty, Mildred Frances,	Lowell.
Coskren, Mary Monica,	Lawrence.
Cotter, Frances Madeleine,	Lawrence.
Coyne, Marguerite Mary,	Lawrence.
Creamer, Josephine Agatha,	Lawrence.
Crowley, Lena Marie,	South Lawrence.
Cunningham, Rose Marie,	Lawrence.
DeLorme, Marguerite Emily,	Lowell.
Dickinson, Dorothy Anna,	Dunstable.
Dimlich, Myrtha Irene,	Lawrence.
Donovan, Helen Ruth,	Lawrence.
Donovan, Mary Bernadette,	Lawrence.
Driscoll, Grace Magdalene,	Somerville.
Driscoll, Helen Madelyne,	North Andover.
Drohan, Anna Regina,	Lawrence.
Dudley, Agnes,	Lowell.
Dutton, Mabel Lucretia,	Carlisle.
Dwyer, Gertrude Ann,	Nashua, N. H.
Finnegan, Margaret Mary,	Woburn.
Fitzgerald, Esther Marguerite,	Lowell.
Forrest, Elizabeth Patricia,	Lawrence.
Garvey, Helen Theresa,	Woburn.
Gazzotti, Sabina Pearl,	Haverhill.
Gorman, Agnes Josephine,	Cambridge.

Gorman, Marion Elizabeth,	Sonestown, Pa.
Guerin, Eleanor Veronica,	Lawrence.
Hanson, Elizabeth Mildred,	Dracut.
Hart, Frances Veronica,	Lawrence.
Hayes, Gertrude Lucy,	Bradford.
Hearn, Marie Teresa Dorothea,	Lowell.
Hill, Jessie Douglas,	Lawrence.
Hooke, Bertha Elizabeth,	Nashua, N. H.
Hopkins, Irene Grace,	Lawrence.
Howarth, Helene Barnes,	Lowell.
Howker, Viola Helen,	Lowell.
Igo, Ethel Veronica,	Cambridge.
Jones, Kathryn Mary,	Lowell.
Kenney, Florence Rita,	Lawrence.
Lalime, Florence Marinda,	Lowell.
Lane, Nora Mary,	Lawrence.
Leeming, Gertrude Mary,	Lawrence.
Libby, Mildred Alice,	Lowell.
Lyons, Elizabeth Mary,	Lawrence.
Mahoney, Aloyse Victorine,	Lawrence.
Mahoney, Katherine Marie,	Lawrence.
McCarthy, Helen Josephine,	Lawrence.
McDonald, Mary Genevieve,	Lawrence.
McGrath, Catharine Cecilia,	Lawrence.
McGuinness, Marguerite Mary,	Lowell.
McManmon, Alice Walsh,	Lowell.
McMorrow, Mary Teresa,	Lawrence.
Molloy, Alice Cecilia,	Lowell.
Moran, Anna Louise,	Cambridge.
Morris, Mary Frances,	Lowell.
Murphy, Mary Rita,	Lawrence.
Myler, Catherine Elizabeth,	Cambridge.
Payton, Margaret,	Lawrence.
Riley, Grace Madeline,	Ballardvale.
Rush, Agnes Elizabeth,	Cambridge.
Schueler, Mildred Emma,	Lawrence.
Stanley, Mildred Alice,	Methuen.
Sullivan, Elizabeth Catherine,	West Somerville.
Sullivan, Winifred Gertrude,	Woburn.
Thissell, Helen,	Lowell.
Walsh, Catherine Agnes,	Lawrence.
Weissbach, Helen Valerian,	Cambridge.
Whitney, Abby Ford,	Lowell.

Junior Class — 1919–20.

Allard, Lillian Winnifred,	Lowell.
Bagley, Anna Susan,	Peterboro, N. H.
Blessington, Helen Margaret,	Lowell.
Brick, Pauline Natalie,	Lawrence.
Brooks, Florence Annie,	Lowell.
Campbell, Sarah Gertrude,	North Andover.
Carter, Evelyn Louise,	Lawrence.
Casey, Florence Rose,	Cambridge.
Clark, Myrtle May,	Carlisle.
Coffey, Mary Elizabeth,	Lowell.
Coleman, Catherine Agnes,	Somerset.
Collins, Helen Regina,	Lawrence.
Connolly, Alice Esther,	Lowell.
Curtis, Edna Margaret,	Cambridge.
Davis, Frances Rest,	Haverhill.
Davis, Irene Hazel,	Carlisle.
DeLauzon, Veola,	Lowell.
DesOrmeaux, Beatrice Edith,	Haverhill.
Donnelly, Agnes Sarah,	Cambridge.
Doyle, Bertha Rose,	Watertown.
Duffin, Rose,	Lowell.
Fay, Katherine Elizabeth,	Lowell.
Foley, Mary Josephine,	Haverhill.
Good, Mary Frances,	Cambridge.
Harvey, Anna May,	Lawrence.
Higgins, Mabelle Agnes,	Billerica.
Huckman, Grace Evelyn,	Methuen.
Kiley, Rita Marie,	Lawrence.
Lamkin, Lucy Gertrude,	Cambridge.
Leahy, Alice Clare,	Cambridge.
Linnehan, Mary Elizabeth,	Haverhill.
Linscott, Beulah Hope,	Dracut.
Lusk, Jessie Matheson,	Cambridge.
MacFayden, Marguerite,	Lowell.
McDonald, Katherine Ring,	Lowell.
McGee, Dorothy Patricia,	Lowell.
McNabb, Mildred Jane Estelle,	Lowell.
Mile , Edith Tilton,	Lowell.
Milmore, Julia Marie,	Lawrence.
Mulligan, Catherine Elizabeth,	Lowell.

O'Dowd, Eleanor Margarite,	Bedford.
O'Meara, Frances Gonzaga,	Nashua, N. H.
O'Neil, Theresa Mary,	Melrose.
O'Neill, Julia Agnes,	North Andover.
O'Reilly, Gertrude Elizabeth,	Cambridge.
Phetteplace, Evelyn Louise,	Cambridge.
Reardon, Nora Gertrude,	North Andover.
Schueler, Edna Ruth,	Lawrence.
Seymour, Josephine Margaret,	Methuen.
Sheridan, Bridie Mary,	Lowell.
Smith, Margaret Maud,	Somerville.
Stacey, Marion Viola,	Lawrence.
Stanley, Jessie Irene,	Lowell.
Southworth, Marion Alice,	Methuen.
Sullivan, Christina,	Lawrence.
Tattersall, Mary Alice,	Haverhill.
Torrey, Gertrude Irene,	Lawrence.
Tucker, Gladys Lillian,	Chelmsford.
Webb, Evelyn Hutchinson,	Chelmsford.

Special Course for Supervisors of Music.

Derby, Beatrice,	Lowell.
Earls, Bessie Clare,	Southbridge.
Francis, Gladys Mary,	Everett.
Knightly, Marion Ellen,	North Andover.
Ryan, Marion Margaret,	Lowell.
Sanders, Edith Rebecca,	Lowell.

THE LIBRARY
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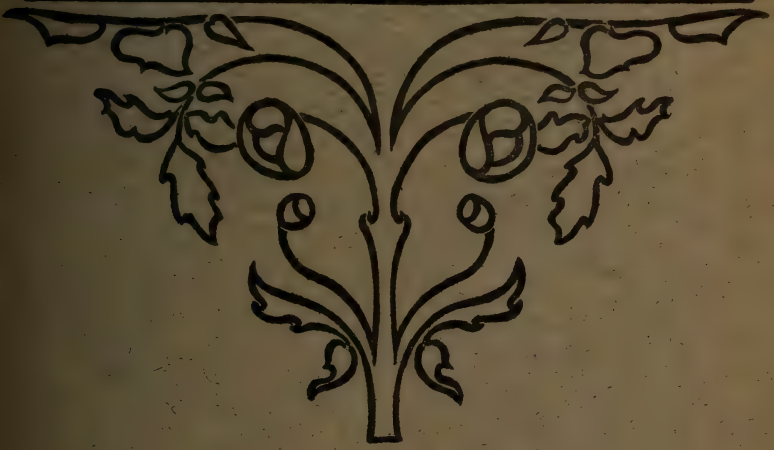
STATE NORMAL SCHOOL
LOWELL MASSACHUSETTS



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1920 - - - - 1921

STATE NORMAL SCHOOL AT LOWELL.

STATE NORMAL SCHOOL

LOWELL, MASSACHUSETTS

TWENTY-THIRD YEAR

1920-1921

Publication of this Document
approved by the
Supervisor of Administration.

Department of Education.

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Advisory Board of Education.

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Division of Elementary and Secondary Education and Normal Schools.

FRANK W. WRIGHT, *Director.*

Agents.

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BURR F. JONES, ...	*Elementary Schools.*
ROBERT I. BRAMHALL, . . .	*Research and Statistics.*
HARRY E. GARDNER, ...	*Registration of Teachers.*

The Department of Education.

Division of Elementary and Secondary Education and Normal Schools.
Division of Vocational Education.
Division of University Extension.
Division of Education of Aliens.
Division of Public Libraries.
Division of the Blind.
Teachers' Retirement Board.
Massachusetts Nautical School.
Massachusetts Agricultural College.
Bradford Durfee Textile School, Fall River.
Lowell Textile School.
New Bedford Textile School.

Faculty.

JOHN J. MAHONEY,[1]	PRINCIPAL.
CLARENCE M. WEED,	*Acting Principal.*
WILLIAM E. RILEY,	*Penmanship and reading methods.*
BLANCHE A. CHENEY,[2]	*Civics, history.*
ALMA MCCRUM,[2]	*Psychology.*
EMMA RAMSAY,	*Supervisor of practice.*
HEBER M. CUBBERLEY,	*Nature study and school gardening.*
INEZ FIELD DAMON,	*Music.*
JOSEPHINE W. CHUTE,	*Drawing and practical arts.*
MIRION H. MILNER,	*Physical education and hygiene.*
SARAH E. LOVELL,	*English.*
FRANCES CLARK,	*Geography and arithmetic.*
ELIZABETH D. FISHER,	*History and arithmetic.*
HELEN L. HOGAN,	*Oral expression.*
ELIZABETH M. HUMPHREY,	*Assistant, physical education.*
ETHEL E. KIMBALL,	*Secretary and librarian.*

Practice Department.

Bartlett Training School, Lowell.

CHARLOTTE M. MURKLAND,		PRINCIPAL.
BELLE A. PRESCOTT,	Seventh, eighth and ninth grades,	*Literature.*
AMY L. TUCKE,		*Arithmetic and music.*
ALICE D. SUNBURY,		*Grammar and domestic science.*
SARA E. AMES,		*History, civics and sewing.*
KATHLEEN E. DRISCOLL,		*Geography and drawing.*
CHARLES SEEDE,		*Manual training.*
CELIA STANDISH,		*English.*
M. BEATRICE SHEA,		*Penmanship and spelling.*
A. GERTRUDE STILES,[1]		Sixth grade.
BARBARA E. HAM,		Sixth grade.
MARIA W. ROBERTS,		Fifth grade.
KATHERINE F. FARLEY,		Fifth grade.
E. BELLE PERHAM,[1]		Fourth grade.
ELEANOR J. LELACHEUR,		Fourth grade.
MARY F. WALLACE,		Fourth and fifth grades.
REGINA B. FRAPPIER,		Third grade.
GRACE C. DELANEY,		Third grade.
ESSIE E. ROCHE,[1]		Second and third grades.
EMMA M. GRAHAM,		Second grade.
MARY E. SNOW,		First grade.
FRANCES C. MORIARTY,		First grade.
HELEN W. NOYES,		Principal of kindergarten.
EVELY L. STAPLES,		Assistant.

[1] On leave of absence. [2] On leave of absence, part time.

Lexington Avenue Training School, Lowell.

Carrie M. Hart,	*Teacher.*
Grace M. McCue,	*Teacher.*

North Tewksbury Training School.

Eva L. Hersey,	*Teacher.*

South Tewksbury Training School.

Miriam Wiggin,	*Teacher.*
Ethel M. Hadley,	*Teacher.*

The School Calendar.

1920.

First Entrance Examinations.[1]

June 8 and 9.

Graduation.

Friday, June 18.

Midsummer Vacation.

Second Entrance Examinations.[1]

September 13 and 14.

School Year Begins.

Wednesday, September 15.

Columbus Day.

October 12.

Thanksgiving Recess.

November 25 and 26.

Christmas Recess.

Week of December 19.

1921.

Spring Recesses.

Week of February 20.
Week of April 23.

Patriot's Day.

April 19.

Memorial Day.

May 30.

Graduation.

June 21.

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[1] See page 9.

Massachusetts Normal Schools — Schedule of Examinations.

TUESDAY, JUNE 8, 1920.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00–5.00.	General science, community civics, current events.
11.30–12.30.	Household arts, manual training.		

WEDNESDAY, JUNE 9, 1920.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Algebra.
8.30–10.00.	French, German, Spanish.	2.30–3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30–4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30–5.30.	Biology, botany, zoölogy.

MONDAY, SEPTEMBER 13, 1920.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00–5.00.	General science, community civics, current events.
11.30–12.30.	Household arts, manual training.		

TUESDAY, SEPTEMBER 14, 1920.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Algebra.
8.30–10.00.	French, German, Spanish.	2.30–3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30–4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30–5.30.	Biology, botany, zoölogy.

Wednesday, September 15, 1920, 9 A.M., normal schools open.

State Normal School,

Lowell, Massachusetts.

WHAT THE LOWELL NORMAL SCHOOL OFFERS.

(a) The Two-year Course.

This is intended primarily to fit students to teach in the first six grades of the elementary schools, but opportunity is given specially selected students to train for the more advanced grades if they so desire. During the first or junior year instruction is carried on very largely in the classes of the normal school proper. But in addition, for about eight weeks of the junior year, each student takes a course in observation and participation in one of the practice schools, for the purpose of coming to a first-hand knowledge of children in the classroom. During these eight weeks, for an hour each day, juniors observe classroom practices under the direction of a normal school instructor, and opportunity is given for teaching small groups of children. Students are thus enabled early in their course to decide as to their real aptitude for teaching, and to choose the particular type of work that furnishes the most appeal. During the senior year one entire term of twelve weeks is again given over to work in the practice schools, and this time students are given a larger measure of responsibility for the actual teaching and management of the classroom. Throughout the entire course — and this applies to the other courses as well — the emphasis is placed not so much on the acquisition of knowledge, which is the goal in the ordinary higher institution of learning, as on the development of skill in applying methods of instruction, and the underlying aim stressed in all the courses is the *study of children* and the *teaching* of *children.* Young women who like children cannot fail to find normal school work keenly interesting.

The two-year course is the one elected by the great majority of students. Graduates find places in rural communities and in the smaller cities and towns.

(b) The Three-year Course.

This offers all the subjects and activities offered in the two-year course, and in addition gives opportunity for a full year's independent teaching in selected communities. The three-year student leaves the normal school in April of her senior year, and enters upon a year's teaching. This is done under regular classroom conditions, and under pay. Several times during the year she is visited by normal school instructors, and her progress noted. In April of the year following she returns to the normal school for her final term of work, and graduates in June. Such a student graduates with a full year of teaching to her credit, and is not regarded as an inexperienced beginner. During the year 1919 the Lowell Normal School enrolled fifteen students for three years of work. The universal testimony is to the effect that the added year of work "in the field" is of great value, indeed.

(c) The Course for Supervisors of Music.

This is a professional graduate course to provide proper and adequate training, both theoretical and practical, for supervisors of music in the public schools.

The aim of the course is to give students a professional training that shall be more extended, more practical and more comprehensive than the training which is usually obtained through a short and necessarily hurried course in a summer school. It is further intended that this course shall train and equip supervisors of music who shall be able to assume leadership in the schools in which they are employed. The extensive training facilities connected with the Lowell Normal School are at the disposal of those persons who are admitted to this course. The course, which is one year in length, is open to graduates of colleges and normal schools, and to such other persons, teachers of experience, as have a sufficient knowledge of the subject-matter of music. The Lowell Normal School undertakes to supply candidates for vacancies which may occur in the field of music supervision.

Candidates interested in this course should write to the principal for further particulars.

A PAGEANT SCENE.

(d) Other Special Courses.

Students who have exceptional qualifications may register for a year's work in special subjects. Such a student cannot be regarded as eligible for a diploma, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department of Education. The candidates interested in these special courses should communicate with the principal, as special arrangements must be made to suit individual needs.

(e) The Life of the School.

The Lowell Normal School offers instruction of various sorts through the medium of the courses above mentioned. But by no means the least valuable phase of the *education* received at the school inheres in the life and in the activities of the school itself. There is no dormitory at Lowell, but there is the "School and Society League." And through the league the students have during the past few years inaugurated and made part of the school life a variety of activities that rarely find place in a day school. The following is the story of the league, and what it does: —

For the past three years the Lowell Normal School has been developing a responsible and serviceable citizenship among its students through the medium of the School and Society League, a plan of student participation in the activities and government of the school, and, in a more limited degree, in the life of the community.

As stated in the constitution the purpose of the league is to foster student activities, to maintain good government in the school, to cultivate high ideals of conduct, and to prepare the future teacher for effective service in the community. The activities of the league afford abundant opportunities for the students to get real practice as citizens of a true democracy, and at the same time to cultivate those habits and attitudes which make for good citizenship in a democracy.

There must be some machinery to direct these activities. The form of this scheme is borrowed from the Washington

Irving High School of New York City. It is, however, much simplified and otherwise adapted to fit the needs and conditions of the Lowell Normal School. Each half year the student body elects a group of general officers, who constitute the governing council of the league and who act as department chairmen. Each section elects three section officers, namely, a captain who is responsible for good order in her section, a lieutenant who reports the attendance, and a housekeeper whose duty it is to secure good housekeeping throughout the school. The section officers hold frequent meetings to discuss and solve the problems of their respective departments. These problems may be reported to the governing council for further discussion and final solution in the form of regulations or recommendations to the league. The council, at its discretion, may submit any important question to the vote of the entire student body. When these girls frame rules regulating their own conduct they subordinate their selfish interests to the welfare of the school. In this way they learn that democracy is intelligent self-direction.

There are four distinct lines of league activities, all of which require constant exercise in good judgment, — responsibility, courtesy, initiative and co-operation. The chairman of the housekeeping department, assisted by the section housekeepers, does all in her power to promote beauty, orderliness and neatness in all parts of the building, but her particular province is supervision of the lunch rooms, where she has charge of the linen, the floral decorations, etc. Each student is expected to co-operate with the housekeepers in maintaining cleanliness, and to be responsible for the proper disposal of her own litter.

The chairman of the traffic department, assisted by the captains of the different sections, has general charge of the traffic of classes and the maintenance of order in study halls, corridors and lunch rooms; also in classrooms when no teacher is present. Train marshals are directly responsible to the traffic chairman for the quiet behavior of all students on streets, trolleys and trains. The traffic chairman often conducts devotional exercises. The monthly fire drill is practiced under her direction. The traffic department is always ready

THE RED CROSS FESTIVAL.

to assist visitors in every possible way. Seating arrangements and ushering at all school functions are other important duties of the traffic department.

The work of the social department is varied. Aided by her standing committee, the social chairman has charge of the weekly assembly at which a musical or literary program may be given by the students; or it may take the form of a forum at which public questions are presented and discussed. The management of all school affairs, such as pageants, bazaars, guest socials, masquerades, glee club concerts, recitals and various other school entertainments, gives our students much valuable social training which may be utilized later on by the communities in which they teach.

Whenever possible, the league has participated in community activities. During the past few years the community chairman and her committee have given helpful service on the playgrounds of Lowell. Co-operating with the Middlesex Women's Club and with the Y. W. C. A., this department has conducted a Saturday morning story hour for children. The community department — in fact, the whole league — entered heartily into all the various activities of the World War.

During the present school year the league has co-operated with the Girls' Community Service and with the new Chamber of Commerce. Prospect committees have gone out to the high schools in this section in an effort to recruit the teaching profession. A Mother Goose play brought joy to hundreds of school children besides making it possible for the league to contribute $100 to the fatherless children of France.

Another important development of the school and society league is the committee of "big sisters," which has for its keynote the desire to render helpful service to the three-year students who are teaching in the rural districts of the State. This volunteer committee writes scores of friendly letters full of school gossip. Besides writing letters to their own schoolmates, the "big sisters" keep up a lively correspondence with the children in these outlying schools. From time to time members of the faculty send out helpful bulletins, lesson plans, new games, folk dances, rote songs, seat work and programs for holiday celebrations. Contributions of books, magazines,

pictures and scrapbooks have been sent to many schools. Recently, as a return offering, these children sent to the normal school samples of their work. The students thoroughly enjoyed this interesting exhibition. It is our belief that the work of the "big sisters" is distinctly worth while to all concerned.

In all these activities not only are the students cultivating the desirable habits and attitudes of self-control, courtesy, responsibility, initiative and teamwork, but they are coming to realize that the finest citizens in a democracy serve their fellows. This idea of service runs like a thread of gold through all phases of the school life.

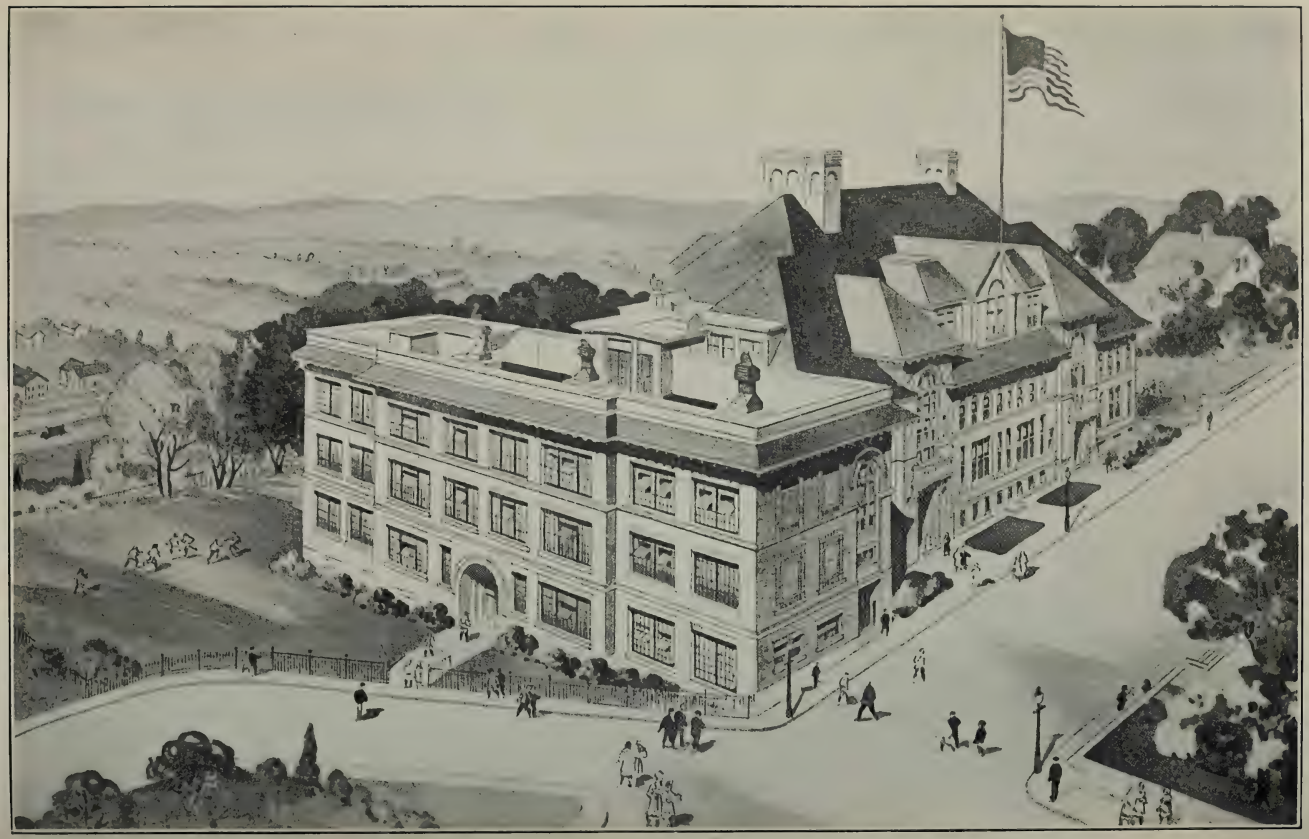
Thus every student has an opportunity to live richly and fully the democratic life. It is hoped that this experience will carry over into the prospective teacher's own school, and that she will give her pupils the same opportunity to develop these qualities of good citizenship which we need in our American democracy.

BUILDINGS AND ACCOMMODATIONS.

(a) The Normal School.

The school is one of the State's most beautiful buildings, and one of the most modern in every particular. It was provided for by an act of the Legislature approved January 6, 1894. A tract of land about 3 acres in extent, at the corner of Broadway and Wilder Street, was selected as a site, and the school built thereon was opened to pupils October 4, 1897, and dedicated June 15, 1898. The building is situated on high land in the western part of the city, facing the beautiful Merrimack River, and although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance to the Boston & Maine station.

The normal school possesses every possible equipment. The classrooms are large and cheery. On the second floor is a library containing hundreds of volumes. The gymnasium and showers on the third floor, and the tennis courts and recreation grounds, give fine opportunity for all forms of physical train-



THE NEW BARTLETT TRAINING SCHOOL.

ing and exercise. A comfortable rest room for students adjoins the assembly hall on the second floor. In the basement the Domestic Science Department furnishes accommodations for approximately 200 pupils. Here a hot luncheon is served daily by the students of the Lowell Vocational School at a very nominal cost to the normal school faculty and students. The Department of Natural Science and School Gardening occupies two large rooms on the top floor, and operates garden plots, both on the school grounds and on land in the near vicinity. There is a special room given over to lantern lectures, and fitted with all the necessary appointments. Judged from a physical standpoint, few schools anywhere present a larger measure of attractiveness than the Lowell Normal School.

(b) The Practice Schools.

These are four in number. In the city itself is found the Bartlett and the Lexington Avenue Schools. In the town of Tewksbury are two rural schools, — a one-room building in North Tewksbury, and a two-room building in the south district.

The Bartlett School, remodeled this year, is now a building of twenty-four regular classrooms, grades 1 to 9. Besides these there are ten conference rooms, where small groups of children are taught by students of the normal school. In every particular the building is the last word in modern equipment. Movable furniture makes possible the activities of the socialized school. The cooking room, the shops, the baths, the playrooms, the music room, — all contribute to acquaint normal school students with the life of a modern elementary school. In this school senior students carry on the greater part of their practice work.

The Lexington Avenue School is a two-room building of the ungraded type. Here normal school students become acquainted with the difficulties of handling several grades in a room. The conduct of the noon lunch period in this school has attracted wide attention.

The ungraded school at North Tewksbury gives students a taste of actual conditions in some of our rural communities, —

eight grades in a single room. Before the end of her practice period, each girl is required to conduct the program for this room independently. It is the best possible training for work in the smaller districts, where so many inexperienced graduates find their first teaching positions. Then in the south district of the town is found the Shawsheen School, so called, situated in the heart of a pine grove. This is a two-room building, also ungraded, where further practice under rural school conditions is afforded. This school is distinctive because of its exceptional garden facilities.

In conclusion it may be said that, owing to the wide variety of practice arrangements connected with the Lowell Normal School, students may come to know every type of grade school work, including the work of the junior high school.

(c) Other Practice Facilities.

Every year some seniors are allowed to act as substitute teachers in the schools of Lowell and of neighboring towns. Students in this group are paid for their services. Inasmuch as these assignments are made on the basis of superior merit, there is thus available a source of revenue to members of the school who show both need and capability.

(d) Living Accommodations.

The Lowell Normal School has no dormitory, but a list of rooms and boarding places is kept on file at the school. Students who wish to work their way through school may find opportunities to earn enough money to help pay their living expenses. As stated above, a midday luncheon is served at the school on days when school is in session.

(e) The Placement Bureau.

The great majority of the graduates secure their teaching positions through the school office. As accurate a follow-up record as it is possible to obtain is kept, with the idea of recommending graduates for more advanced positions when superintendents apply for teachers. During the past year many

more calls were received than the school was able to fill. Graduates who show promise can rely on being selected from time to time for increasingly remunerative positions.

(f) In General.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of $25 for each half year.

State aid to a l mited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents to investigate its methods, attend classes or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

REQUIREMENTS FOR ADMISSION.

The admission requirements are as follows: —

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities, or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be re-

quired by the regulations of the Department. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Department relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B," and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition,	3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra,	1 unit.
(3) Geometry,	1 unit.
(4) History,[1]	1, 2 or 3 units.
(5) Latin,	2, 3 or 4 units.
(6) French,	2 or 3 units.
(7) German,	2 or 3 units.
(8) Spanish,	2 units.
(9) Physics,	1 unit.
(10) Chemistry,	1 unit.
(11) Biology, botany or zoölogy,	½ or 1 unit.
(12) Physical geography,	½ or 1 unit.
(13) Physiology and hygiene,	½ or 1 unit.
(14) General science,	½ or 1 unit.

[1] History includes ancient, mediæval and modern; English history, American history and civics, current events, history to 1700, and European history since 1700.

(15) Drawing,	½ or 1 unit.
(16) Household arts,	1, 2 or 3 units.
(17) Manual training,	1 unit.
(18) Stenography, including typewriting,	1 or 2 units.
(19) Bookkeeping,	1 unit.
(20) Commercial geography,	½ or 1 unit.
(21) Arithmetic,	½ or 1 unit.
(22) Community civics,	½ or 1 unit.

For the present the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant. Work in any subjects approved for graduation, in addition to that for which credit is gained by examination or certification, may count towards these five units.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification. Students who have completed the work of the third year may present themselves in either June or September for examination in five of the seven units in-

cluded under "B." The examination in English must be taken at the end of the fourth year.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Department of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Department of Education, as follows: —

A high school in Class A may[1] certificate[2] to a State normal school any graduates in subjects in which they have a mark of A or B.

A high school in Class B may[1] certificate[2] to a State normal school only those graduates who are in the upper half[3] of the graduating class, and have attained a mark of A or B in at least 10 of the 15 units counted toward graduation from high school.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B."

In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (*a*) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner

[1] The principal of a high school is expected to certificate to a normal school only such pupils as are, in his judgment, reasonably likely to succeed in the normal school and in teaching.

[2] Candidates whose certificates are accepted by the principal of the normal school are exempted from entrance examinations in those subjects in which they have secured in the last year of work in that subject a mark of A or B, or a mark upon which the school certificates to colleges in the New England College Entrance Certificate Board.

[3] The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Department, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Department.

(*b*) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (*a*) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Department, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Department.

CURRICULA.

1. Department for Elementary School Teachers.

Designed primarily for students preparing to teach in the first six grades of elementary schools, and rural schools of all grades.

A period is forty-five minutes in length.

Name and Number of Course.	Number of Weeks.	Periods Weekly.	
		In Class.	Expected Preparation.
First Year.			
English 1,	19	3	2
English 1A,	30	2	2
Reading 1,	38	2	2
Penmanship 1,	38	2	2
Literature 1,	19	3	2
Library Instruction 1,	38	1	1
Arithmetic 1,	38	2	1
Geography 1,	38	2	1
Physical Education 1,	38	3	–
Physical Education 3,	38	2	–
History and Social Science 1,	38	3	2
Drawing 1,	38	3	2
Practical Science,	38	4	2
Music 1,	38	3	2
Education 1,	12	5	5
Education 5,	19	1	1
Second Year.			
English 2,	13	4	2
English 2A,	26	2	2
Reading 2,	26	1	2
Penmanship 2,	13	2	2
Literature 2,	13	4	2
Library Instruction 2,	26	1	1
Arithmetic 2,	26	1	1
Geography 2,	26	2	1
Physical Education 2,	26	4	–
Physical Education 4,	13	2	–
History and Social Science 2,	13	4	2
Practical Arts 1,	26	3	2
Music 2,	26	3	2
Education 3,	26	2	4
Education 4,	13	4	2
Education 2,	12	30	20

2. Department for Music Supervisors.

Designed for students preparing to become supervisors of public school music.

Name and Number of Course.	Number of Weeks.	Periods Weekly.	
		In Class.	Expected Preparation.
Music 3,	36	8	2
Music 4,	36	14	4
English 3,	36	1	2
Education 3,	36	2	3

This is a special course to which only third-year or more advanced students are admitted. It is highly important that each student shall have had some experience in teaching in the public schools before entering this class. At least a year's experience as a grade teacher is invaluable and almost indispensable. The course may be completed in one year or more, according to the ability of the student.

3. Three-year Course.

This course will consist of the regular two-year course and one year's practice teaching in rural schools of Massachusetts.

Students taking this course will receive compensation while they are at work in these rural schools.

BRIEF DESCRIPTION OF SUBJECTS OFFERED.

ENGLISH.

English 1. Oral and written composition. Miss Lovell.

First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

In this course the student gains a thorough knowledge of our new course of study, "English: A Course of Study for Elementary Schools with Graded Standards." The aim of this course is —

1. To graduate pupils able to talk or recite for a few minutes in an interesting way, using clean-cut sentences and good enunciation.

2. To graduate pupils able to write an interesting paragraph of clean-cut sentences, unmarked by misspelled words and by common grammatical errors.

That teachers may know their share in accomplishing this goal, definite aims with necessary methods for oral and written work are suggested for every grade. In connection with both oral and written work the teacher finds definite standards, — copies of actual recitations showing just how the pupil may fulfill the aims of that grade.

Students are also given an opportunity to realize these aims in connection with their own oral and written work. The habits of correct position and voice expression must here be joined with the habit of talking in an interesting way, using clean-cut sentences free from grammatical errors.

English 1A. Oral expression. Miss Hogan.

First year. Thirty weeks; two class periods and two periods expected preparation weekly.

The aim of this course is twofold: first, to develop the speaking voice; and second, to insure correct habits of speech on the part of the student.

English 2. Oral and written composition. Miss Lovell.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to review and continue the study of "English: A Course of Study for Elementary Schools with Graded Standards." After observation in the practice schools the students are ready to work out and suggest other definite plans for carrying out the aims of each grade. "Hints and Helps" in every grade are discussed and enlarged from actual experience with the work in that grade. Every student is trained to give the required models of oral and written work in all the grades.

English 2A. Oral expression. Miss Hogan.

Second year. Twenty-six weeks; two class periods and two periods expected preparation weekly.

The aims are similar to those of the first year with further development of the use and power of personality.

The methods are the study of poetic interpretation, pantomime, platform art and dramatics.

English 3. Special course in poetry for special students in music. Miss Hogan. Thirty-six weeks; one class period and two periods expected preparation weekly.

The aim of this course is to give the student a knowledge and appreciation of our best poetry and the poetry suitable for children, choice English lyrics, the ballad and the works of those who have written much which children enjoy.

Reading 1. Mr. Riley.

First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim of the course is to prepare the students to teach the mechanics of reading and to acquaint them with the latest methods of teaching reading.

Reading 2. Mr. Riley.

Second year. Twenty-six weeks; one class period and two periods expected preparation weekly.

The aim of this course is to train students in the selection of content, and to acquaint them with the best methods of teaching silent reading.

Penmanship 1. Mr. Riley.

First year. Thirty-eight weeks; two class periods and two periods expected preparation weekly.

The aim is to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

Penmanship 2. Mr. Riley.

Second year. Thirteen weeks; two class periods and two periods expected preparation weekly.

The aim is to prepare the students to train their pupils to secure good position, muscular relaxation, correct penholding, speed, legibility and endurance.

Literature 1. Children's literature. Miss Lovell.

First year. Nineteen weeks; three class periods and two periods expected preparation weekly.

This course in literature offers a brief survey of the history of children's literature. This leads to a study of a library of literature for the first six grades; why it is taught, how to choose it and present it, and where it may be found.

Literature 2. Children's literature. Miss Lovell.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

This course offers continued study in the prose and poetry suited to the grades. This wider study of children's literature includes reading and reports in classic myths and tales of chivalry; in stories dealing with the animal and outdoor world; in tales of humor and adventure. The best in current magazines and modern literature is brought to the attention of the class through class talks and reading reports.

Library Instruction 1. Miss Kimball.

First year. Thirty-eight weeks; one class period and one period expected preparation weekly.

This course aims to give students a working knowledge of a library. Reference books, periodical indexes and current magazines are studied. Enough library science is included so that students may know where to find books and how to use a card catalogue intelligently.

Library Instruction 2. Miss Kimball.

Second year. Twenty-six weeks; one class period and one period expected preparation weekly.

This course is a continuation of Library Instruction 1, with special attention given to the making of book lists for use as supplementary material in elementary grades.

ARITHMETIC.

Arithmetic 1. Miss Clark.

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students in methods of teaching arithmetic in the first four grades. Notes, plans and objective material are accumulated.

Arithmetic 2. Miss Fisher.

Second year. Twenty-six weeks; two class periods and one period expected preparation weekly.

This is a continuation of Course 1, with the special aim of preparing pupils for arithmetic work in grades 5 and 6. It includes plans for the development of fractions, common and decimal; simple percentage and mensuration; applied problems; and standard scales of measurements. It includes, also, a content course based upon the needs of the students. Whenever possible problems naturally arising are utilized.

GEOGRAPHY.

Geography 1. General course. Miss Clark.

First year. Thirty-eight weeks; two class periods and one period expected preparation weekly.

The aim of this course is to fit students for work in the first four grades of elementary schools. The course includes the observation of weather conditions and the making of weather records, the study of peoples, occupations, surface features, the Merrimack River as a type, map development with sandboard construction and current events.

Geography 2. Methods course. Miss Clark.

Second year. Twenty-six weeks; two class periods and one period expected preparation weekly.

This is a continuation of Course 1, and includes some mathematical, physical and commercial study to serve as a background for the work of the first six years in the grades. Various lines of geographical study are followed out through the study of projects. The course includes field work, current events, lesson plans and the accumulation of objective material.

PHYSICAL EDUCATION.

Physical Education 1. Gymnastics and calisthenics. Miss Humphrey.

First year. Thirty-eight weeks; four class periods weekly.

The aims of this course are twofold: first, to develop physical strength, health and endurance in the student; second, to give her a practical knowledge of plays, games and dances. Besides learning these plays, games and dances the student is taught how they should be arranged so as to give the child the proper amount and kind of exercise.

Physical Education 2. Gymnastics and playground. Miss Milner.

Second year. Twenty-six weeks; four class periods weekly.

This course aims to give further instruction in formal gymnastics with special bearing upon faulty posture; also further training and practice in story plays, rhythmic plays and dances, together with methods of teaching and adaptation of all games and plays to the classroom and playground.

Physical Education 3. Personal hygiene. Miss Milner.

First year. Thirty-eight weeks; two periods weekly.

The aim of this course is to secure in the normal student settled habits in care of the body which will lead toward stronger, healthier and more efficient lives. Such habits can be secured only by repeated action; therefore the student must be trained to insist on immediate and continuous application of every principle taught, — first for herself, later for the children under her care. She must be trained to give to the individual child the special attention which his necessities demand. She must live hygienically and train her children step by step to do the same.

Physical Education 4. School hygiene and sanitation. Miss Milner.

Second year. Thirteen weeks; two periods weekly.

This course aims to train students to consider the physical welfare of the school child through the study of the lighting, heating and ventilation of the school room, school furniture, drainage, water supply and the relation of

the school to contagious disease. Frequent clinics are held at the practice school, where the students observe children under examination by the school physician for symptoms of communicable diseases and conditions.

DRAWING.

Drawing 1. General course. Miss Chute.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with the subject-matter of drawing in the first six grades, and with best methods of presenting the same. This includes much practice in drawing.

PRACTICAL ARTS AND PRACTICAL SCIENCE.

Practical Arts 1. General course. Miss Chute.

Second year. Twenty-six weeks; three class periods and two periods expected preparation weekly.

The aim of this course is to acquaint teachers with definite practical arts projects that can be carried out in elementary schools without special equipment.

Practical Science 1. Nature study and school gardening. Mr. Cubberley.

First year. Thirty-eight weeks; four class periods and two periods expected preparation weekly.

A comprehensive course aiming to prepare teachers to conduct work in nature study and gardening in the first six grades of elementary schools. It is based on personal observation of the more important phases of nature study, elementary science and school gardening.

MUSIC.

Music 1. General course. Miss Damon.

First year. Thirty-eight weeks; two class periods and one chorus period and two periods expected preparation weekly.

The first-year course presupposes a knowledge of the elements of music. Each student learns a repertoire of songs for children of the early grades, and is required to teach at least one song to the class. The class work covers the subject-matter of the music taught in the grades. This subject-matter is based upon the four essentials of vocal music, — musical experience, voice training, music technique (for purposes of music reading) and musical interpretation, — special emphasis being made upon the technique of musical expression, tempi, phrasing, articulation, enunciation, pronunciation, etc.

Music 2. General course. Miss Damon.

Second year. Twenty-six weeks; two class periods and one chorus period and two periods expected preparation weekly.

A continuation of the work of the first year, with methods of presenting the essentials of vocal music to children. The student is given graded courses of study and lesson plans for each grade of the rural and city schools, using various texts for illustration and practice, together with observation and teaching of classes of children in the training schools.

Music 3. Course for supervisors and special teachers of music in public schools. Miss Damon. Thirty-six weeks; eight class periods and two periods expected preparation weekly.

The following phases of music in public education are developed, — elementary: (*a*) music fundamentals and sight singing; (*b*) the aims, methods and courses as applied to the elementary schools, practice teaching and observation; (*c*) the child voice, its conservation and development; secondary: (*a*) music appreciation; (*b*) chorus conducting.

Music 4. Observation and practice for special students in music. Miss Damon. Thirty-six weeks; twenty-four weeks' observation, six periods weekly; practice, twelve weeks, eight periods weekly; four periods expected preparation.

EDUCATION.

Education 1. Observation and supervised practice. Miss McCrum.

First year. Twelve weeks; five class periods and five periods expected preparation weekly.

The aim of this course is to give students general viewpoints in education, together with an empirical knowledge of children and of the teaching process. The course includes teaching in the first six grades under the direction of skilled teachers. It also includes observation and discussion of lessons taught either by students or by regular teachers.

Education 2. Practice teaching. Miss Ramsay.

Second year. Twelve weeks; thirty class periods and twenty periods expected preparation weekly.

The aim of this course is to give students experience in managing and teaching children in the elementary schools, both rural and graded. Teaching is done under the direction, but not necessarily in the presence, of skilled teachers, that the students may acquire habits of efficiency in teaching and school management with as little waste in time and energy as possible.

Running parallel with the period of practice teaching is a series of conferences in which the students have the opportunity of discussing and studying

school conditions and activities in relation to child development and general pedagogy. Included in this course is a series of demonstration lessons given by critic teachers for the students' observation and study of the various types of lessons and special methods of teaching.

Education 3. Educational psychology. Miss McCrum.

Second year. Twenty-six weeks; two class periods weekly and four periods expected preparation weekly.

A course intended to acquaint the student with the fundamental principles of the psychology of the child. The emphasis is laid on the application of these principles to method of teaching. Assigned readings, reports, lectures, class discussions, experiments, observations.

Education 4. Current problems in education. Miss McCrum.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The aim of this course is to acquaint the student with current topics in the field of educational administration, theory and practice, and so far as practicable to inquire into the historical development of these topics.

Education 5. Professional ethics. Miss Cheney.

First year. Nineteen weeks; one class period and one period expected preparation weekly.

This course attempts to lead students consciously and purposefully to shape their conduct so that they will grow in strength of character and in richness of personality; to prepare students to teach children right ways of living; to equip these prospective teachers with a knowledge of the standards of their profession in order that they may live up to what is expected of them by other members of the profession and by the communities in which they teach.

HISTORY AND SOCIAL SCIENCE.

History and Social Science 1. General course in American history. Miss Fisher.

First year. Thirty-eight weeks; three class periods and two periods expected preparation weekly.

The specific aim of this course is to prepare students to teach history so that the experience of the past will throw light on the present; and to teach history in such a way as to develop straight thinking, independent judgments and large points of view, that is, historical mindedness rather than knowledge of historical facts.

Content and Method. — A methods course is given for the history work in the first six grades. How to teach the oral history story in the primary grades and simple "how to study" lessons in an easy text for the intermediate grades are taken up. Such materials of history as the following are used: biographies of American and world heroes; dramatic events told in prose and poem; and

the mode of life, the hardships and sacrifices of our American forefathers. Throughout the course the work is vitalized by dramatization, construction work, pictures and other illustrative material.

A combined content and methods course prepares the students to teach history in the junior high school. This course includes a study of the growth of democracy, with special emphasis on the development of our American democracy, and the part which the United States has played and is now playing in securing world democracy.

In the supervised study period the use of various texts, references and outside readings affords much practice in gathering and organizing knowledge for the solution of significant problems. The discussion of these problems in the socialized recitation, together with debates on current history in the school forum, tends not only to straight thinking and independent judgments, but also to the growth of democratic ideas and feelings among the students.

History and Social Science 2. Civics. Miss CHENEY.

Second year. Thirteen weeks; four class periods and two periods expected preparation weekly.

The specific aims of this course are to develop an intelligent, serviceable and loyal citizenship in the students themselves which will carry over into their own schools; to emphasize the principles of American democracy, — loyalty and devotion to the great ideals for which America stands, freedom, justice, brotherhood; the obligation of service and sacrifice in return for the opportunity for self-achievement; belief in obedience to law, — respecting the rights of others, — in majority rule, and in the American representative form of government.

The course of study for the first six grades deals with the child's relations to his community. Those problems which come within his observation and experience are taken up, with a view to developing an understanding and an appreciation of the benefits and obligations of his community life, and to securing his active co-operation with it. Activities suitable for the primary and intermediate grades are noted.

The course of study for the junior high school includes a more comprehensive, although still elementary, study of the larger affairs of national and international life, as well as the interests of the local community. Present-day social, industrial and political problems are considered, *e.g.*, public health, immigration and Americanization, and increasing democracy in industry and in governments as a result of the war.

Since in these grades as in the lower ones the end and aim of civic instruction is civic action, the various activities in which junior high school pupils may engage are also listed. There is much practice in the preparation and criticism of lesson plans and in the teaching of type lessons. Committee and individual investigations of governmental agencies are reported and discussed. In fact, the classroom procedure is so democratized that every student has the opportunity of living the life of the good citizen in this miniature democracy. Here all have equal rights and duties. As the members become conscious of their common interests, each realizes that she must play her part in promoting the general welfare. The class exercise develops initiative and co-operation in securing and contributing information. The give and take of class discussion develops self-restraint and a regard for the opinions of others.

Students.

Three-year Course.

Graduating in 1920.

Brown, Anastasia Mary Rita,	Fall River.
Buckley, Helen Frances,	Cambridge.
Connelly, Jeanette,	Cambridge.
Dugan, Margaret Agnes,	Ware.
Fradd, Beryl Madeleine,	Portsmouth, N. H.
Fryer, Dorothy Lenore,	Haverhill.
Gallagher, Alice Dorothy,	Lowell.
Geary, Florence Adelaide,	Lowell.
Gray, Alice Catherine,	Lowell.
Hannon, Helen Irene,	Lowell.
Herlihy, Isabel Anna,	Cambridge.
Quinn, Marion Rita,	Lowell.
Richter, Elsie Ruth,	Lowell.
Sewall, Marian,	Lawrence.
Sullivan, Bessie Kathryn,	Lowell.

Graduating in 1921.

DeLauzon, Veola,	Lowell.
Fay, Katherine Elizabeth,	Lowell.
Hosmer, Beatrice Evelyn,	Forge Village.
Lamkin, Lucy Gertrude,	Cambridge.
Leahy, Alice Clare,	Cambridge.
Miles, Edith Tilton,	Lowell.
Sheridan, Bridie Mary,	Lowell.
Stacy, Marion Viola,	Lawrence.
Stanley, Jessie Irene,	Lowell.
Tucker, Gladys Lillian,	Chelmsford.
Webb, Evelyn Hutchinson,	Chelmsford.

Two-year Course.

SENIOR CLASS — 1919–20.

Allard, Lillian Winnifred,	Lowell.
Blessington, Helen Margaret,	Lowell.
Brady, Margaret Elizabeth,	Woburn.
Brick, Pauline Natalie,	Lawrence.
Brooks, Florence Annie,	Lowell.
Campbell, Sarah Gertrude,	North Andover
Casey, Florence Rose,	Cambridge.
Coffey, Mary Elizabeth,	Lowell.
Coleman, Catherine Agnes,	Somerset.
Collins, Helen Regina,	Lawrence.
Connelly, Alice Esther,	Lowell.
Coskren, Mary Monica,	Lawrence.
Curtis, Edna Margaret,	Cambridge.
Davis, Frances Rest,	Haverhill.
DesOrmeaux, Beatrice Edith,	Haverhill.
Doyle, Bertha Rose,	Watertown.
Duffin, Rose,	Lowell.
Foley, Mary Josephine,	Haverhill.
Good, Mary Frances,	Cambridge.
Harvey, Anna May,	Lawrence.
Higgins, Mabelle Agnes,	Billerica.
Huckman, Grace Evelyn,	Methuen.
Kiley, Rita Marie,	Lawrence.
Linnehan, Mary Elizabeth,	Haverhill.
Linscott, Beulah Hope,	Dracut.
Lusk, Jessie Matheson,	Cambridge.
MacFayden, Marguerite,	Lowell.
McDonald, Katherine Ring,	Lowell.
McGee, Dorothy Patricia,	Lowell.
McNabb, Mildred Jane Estelle,	Lowell.
Milmore, Julia Marie,	Lawrence.
Mulligan, Catherine Elizabeth,	Lowell.
O'Dowd, Eleanor Margarite,	Bedford.
O'Meara, Frances Gonzaga,	Nashua, N. H.
O'Neil, Theresa Mary,	Melrose.
O'Neill, Julia Agnes,	North Andover.
O'Reilly, Gertrude Elizabeth,	Cambridge.
Phetteplace, Evelyn Louise,	Cambridge.

Reardon, Nora Gertrude,	North Andover.
Schueler, Edna Ruth,	Lawrence.
Seymour, Josephine Margaret,	Methuen.
Smith, Margaret Maud,	Somerville.
Southworth, Marion Alice,	Methuen.
Sullivan, Christina Marion,	Lawrence.
Tattersall, Mary Alice,	Haverhill.
Torrey, Gertrude Irene,	Lawrence.

JUNIOR CLASS — 1919–20.

Balfrey, Mary Elizabeth,	Lawrence.
Barrie, Doris Charlotte,	Lawrence.
Beverly, Marian Tamar,	Lawrence.
Blain, Ruby Cecilia,	Lowell.
Brown, Rose Irene,	Lowell.
Bunting, Florence May,	Methuen.
Burke, Nora,	Lawrence.
Carty, Mary Frances,	Methuen.
Cohen, Lillian,	Nashua, N. H.
Conway, Ada Belle,	Lawrence.
Costello, Eleanor Agnes,	Lawrence.
Crowley, Mary Elizabeth,	Lawrence.
Cunningham, Frances,	Lawrence.
Delaney, Theresa Patricia,	Lawrence.
Demmons, Vivian Mae,	Dracut.
Dick, Helen Ida,	Lawrence.
Driscoll, Mary Katherine,	Lawrence.
Ferrin, Madeline,	Lowell.
Ferry, Marion Evelyn,	Nashua, N. H.
Flynn, Bernice,	Lawrence.
Fountain, Grace,	Woburn.
Gaines, Ruth Mildred,	Lawrence.
Galvin, Julia Theresa,	Cambridge.
Gardner, Francis Esther,	Lowell.
Garvey, Mona Marie,	North Andover.
Goodsell, Beatrice Lula,	Lawrence.
Guiney, Helen Alice,	Cambridge.
Kelley, Mary Elizabeth,	Winchester.
Kelly, Mary Monica,	Lowell.
Kennedy, Gladys,	Lawrence.
Kiley, Mary Cecilia,	Haverhill.

Kolanik, Anna Draganik,	Springfield.
Label, Ethel Gertrude,	Lawrence.
McCaffrey, Dorothy Isabel,	Lawrence.
McGill, Frances Elizabeth,	Lawrence.
McKinnon, Cecile Marie,	Woburn.
McMahon, Mary Helen,	Lowell.
McNamara, Elizabeth Angeline,	Haverhill.
McNeice, Sarah Annette,	Lawrence.
McPherson, Christine,	Lowell.
Moran, Lillian Eileen,	Lowell.
Mullen, Mary Bernadette,	Haverhill.
Nussbaum, Florence Gertrude,	Lawrence.
O'Brien, Helen Genevieve,	Lawrence.
O'Callaghan, Anna Constance,	Lawrence.
O'Callaghan, Margaret Veronica,	Lawrence.
O'Callaghan, Mary Theresa,	Lawrence.
O'Connell, Mary Christena,	Nashua, N. H.
O'Donoghue, Ellen Mary,	Arlington.
Palmer, Rita Helen,	Lawrence.
Paresky, Emma Dorothy,	Lowell.
Perlman, Anna Ruth,	Lowell.
Pratt, Marjorie Pearl,	Lowell.
Quill, Bernice Mary,	Lowell.
Rose, Carmel,	Belmont.
Sargent, Gladys,	South Chelmsford.
Seed, Grace Alice,	Lawrence.
Shaber, Martha,	Nashua, N. H.
Sharkey, Madeline Monica,	Cambridge.
Sharrock, Anna Esther,	Lawrence.
Shumway, Doris Elizabeth,	North Reading.
Sullivan, Agnes Margaret,	Cambridge.
Sullivan, Marie Ursula,	South Lawrence.
Thompson, Louise Eastman,	Lowell.
Wrenn, Catherine Lillian,	Lowell.

Summary.

Three-year course: —	
Graduating in 1920,	15
Graduating in 1921,	11
Two-year course: —	
Seniors,	46
Juniors,	65
Total,	137

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STATE NORMAL SCHOOL
LOWELL MASSACHUSETTS

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THE MAIN BUILDING OF THE LOWELL NORMAL SCHOOL.

STATE NORMAL SCHOOL

LOWELL, MASSACHUSETTS

TWENTY-FOURTH YEAR

1921-1922

Publication of this Document
approved by the
Supervisor of Administration.

The Commonwealth of Massachusetts

Department of Education.

PAYSON SMITH . . . . . *Commissioner of Education.*

Advisory Board of Education.

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Division of Elementary and Secondary Education and Normal Schools.

FRANK W. WRIGHT, *Director.*

STATE NORMAL SCHOOLS.

Bridgewater, ARTHUR C. BOYDEN, Principal.
Fitchburg, WILLIAM D. PARKINSON, Acting Principal.
Framingham, JAMES CHALMERS, Principal.
Hyannis, WILLIAM A. BALDWIN, Principal.
Lowell, CLARENCE M. WEED, Acting Principal.
North Adams, ROY LEON SMITH, Principal.
Salem, J. ASBURY PITMAN, Principal.
Westfield, CLARENCE A. BRODEUR, Principal.
Worcester, WILLIAM B. ASPINWALL, Principal.
Normal Art School, Boston, ROYAL B. FARNUM, Principal.

Faculty.

JOHN J. MAHONEY[1] . . . . . PRINCIPAL.

CLARENCE M. WEED	*Acting Principal.*
WILLIAM E. RILEY	*Penmanship and reading methods.*
BLANCHE A. CHENEY	*Civics and history.*
EMMA RAMSAY	*Supervisor of practice.*
HEBER M. CUBBERLEY	*Nature study and school gardening.*
INEZ FIELD DAMON	*Music.*
ELIZABETH D. FISHER	*Education and psychology.*
JOSEPHINE W. CHUTE	*Drawing and practical arts.*
MIRION H. MILNER	*Physical education.*
SARAH E. LOVELL	*English.*
FRANCES CLARK	*Geography and arithmetic.*
HELEN L. HOGAN	*Oral expression and hygiene.*
ETHEL E. KIMBALL	*Secretary and librarian.*
BEATRICE L. DOWLING	*Stenographer.*

Practice Department.

Bartlett Training School, Lowell.

CHARLOTTE M. MURKLAND . . . . PRINCIPAL.

KATHERINE L. FARLEY	Sixth grade.
MARY L. WALLACE	Sixth grade.
ALICE K. DINNEEN	Fifth and sixth grades.
KATHERINE F. FARLEY	Fifth grade.
MARIA W. ROBERTS	Fifth grade.
GRACE C. DELANEY	Fourth grade.
REGINA B. FRAPPIER	Third grade.
EMMA M. GRAHAM	Second and third grades.
FRANCES C. MORIARTY	Second grade.
ESSIE E. ROCHE	First grade.
MARY E. SNOW	First grade.
HELEN W. NOYES	Principal of kindergarten.
EDITH J. ATWOOD	Office supervision.
AMY L. TUCKE	Music.
HELENE ABELS	Drawing.

Charles W. Morey Training School, Lowell.

WILLIAM W. DENNETT . . . . . PRINCIPAL.

IRENE H. DOWD	Sixth grade.
GEORGIANNA P. KEITH	Fourth grade.
NATALIE M. MCQUADE	Second grade.

[1] On leave of absence.

Lexington Avenue Training School, Lowell.

Carrie M. Hart	Third to fifth grades.
Grace M. McCue	First and second grades.

North Tewksbury Training School.

Eva L. Hersey	Fourth to sixth grades.
Lillian W. Allard	First to third grades.

South Tewksbury Training School.

Miriam Wiggin	Fourth to sixth grades.
Ruth H. Tingley	First to third grades.

The School Calendar.

1922.

First Entrance Examinations.[1]

June 6 and 7.

Graduation.

Friday, June 16.

Midsummer Vacation.

Second Entrance Examinations.[1]

September 11 and 12.

School Year Begins.

Wednesday, September 13.

Columbus Day.

October 12.

Thanksgiving Recess.

November 30 and December 1.

Christmas Recess.

Week of December 25.

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[1] See page 9.

Massachusetts Normal Schools — Schedule of Examinations.

Tuesday, June 6, 1922.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00–5.00.	General science, community civics, current events.
11.30–12.30.	Household arts, manual training.		

Wednesday, June 7, 1922.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Algebra.
8.30–10.00.	French, German, Spanish.	2.30–3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30–4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30–5.30.	Biology, botany, zoölogy.

Monday, September 11, 1922.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00–5.00.	General science, community civics, current events.
11.30–12.30.	Household arts, manual training.		

Tuesday, September 12, 1922.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Algebra.
8.30–10.00.	French, German, Spanish.	2.30–3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30–4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30–5.30.	Biology, botany, zoölogy.

Wednesday, September 13, 1922, 9 a.m., normal schools open.

State Normal School,

Lowell, Massachusetts.

OPPORTUNITIES OFFERED.

One of the highest forms of service open to young people looking forward from the high school is that of teaching, — a profession that affords the opportunity to live with children a real democratic life, and that will send these children into manhood and womanhood with high ideals of citizenship.

The demand for well-prepared, skillful and efficient teachers is in excess of the available supply. To every normal school there constantly come requests for teachers at salaries which a few years ago would have been considered extraordinary. It is difficult to find teachers to fill these positions because most of those who have shown marked ability are already engaged at such salaries. Not only are there open to normal school graduates attractive positions as teachers in elementary and junior high schools, but many excellent positions are available to those qualified as principals, supervisors, training school teachers and departmental teachers. Never has there been so great an opportunity for young men and women of intellectual attainments to secure a professional training which will lead them into a field of service where the compensation, both in satisfaction of work done and in financial reward, is so great as it is to-day in teaching.

A comparison of teachers' salaries with those paid in other fields of employment open to young women will show that teachers' salaries have now reached a point that makes them compare very favorably with salaries paid in other occupations. It is also true that teachers' salaries are likely to remain at least as high as they are, and may go higher. When one considers these conditions in the light of the reduction in the cost of living, it is clear that, from a financial point of view, the teaching profession is likely to continue to be attractive to ambitious young people.

The Lowell Normal School offers to high school graduates an opportunity to fit themselves for the teaching profession at very small expense. It carries on three regular courses: —

(*a*) The Two-year Course.
(*b*) The Three-year Course.
(*c*) The Course for Supervisors of Music.

The following paragraphs summarize the more important facts concerning each of these courses: —

(a) The Two-year Course.

This is intended primarily to fit students to teach in the first six grades of the elementary schools. During the first, or junior, year instruction is carried on very largely in the classes of the normal school proper. For approximately eight weeks, however, of the junior year each student takes a course in observation and participation in one of the practice schools, for the purpose of securing a first-hand knowledge of children in the classroom. During these eight weeks, for an hour each day, juniors observe classroom practices under the direction of a normal school instructor, and opportunity is given for teaching small groups of children. Students are thus enabled early in their course to decide as to their real aptitude for teaching, and to choose the particular type of work that furnishes the most appeal.

During the senior year one entire term of twelve weeks is again given over to work in the practice schools. During this time students are given a larger measure of responsibility for the actual teaching and management of the classroom. Throughout the entire course — and this applies to the other courses as well — the emphasis is placed not so much on the acquisition of knowledge, as on the development of skill in applying methods of instruction, and the underlying aim stressed in all the courses is the *study of children* and the *teaching of children.* Young women who like children cannot fail to find normal school work keenly interesting.

The two-year course is the one elected by the great majority of students. Graduates find places in rural communities and in the smaller cities and towns.

(b) The Three-year Course.

This includes all the subjects and activities offered in the two-year course, and in addition gives opportunity for a full year's independent teaching in selected communities. The three-year student leaves the normal school in April of her senior year, and enters upon a year's teaching. This is done under regular classroom conditions, and under pay. Several times during the year she is visited by normal school instructors, and her progress noted. In April of the year following she returns to the normal school for her final term of work, and graduates in June. Such a student graduates with a full year of teaching to her credit, and is not regarded as an inexperienced beginner. During the year 1920–21 the Lowell Normal School enrolled eleven students for three years of work. The universal testimony is to the effect that the added year of work "in the field" is of great value.

(c) The Course for Supervisors of Music.

This is a professional graduate course to provide proper and adequate training, both theoretical and practical, for supervisors of music in the public schools.

The aim of the course is to give students a professional training that shall be more extended, more practical and more comprehensive than the training which is usually obtained through a short and necessarily hurried course in a summer school. It is further intended that this course shall train and equip supervisors of music who shall be able to assume leadership in the schools in which they are employed. The extensive training facilities connected with the Lowell Normal School are at the disposal of those persons who are admitted to this course. The course, which is one year in length, is open to graduates of colleges and normal schools, and to such other persons, teachers of experience, as have a sufficient knowledge of the subject-matter of music. The Lowell Normal School undertakes to supply candidates for vacancies which may occur in the field of music supervision.

Candidates interested in this course should refer to pages 32 to 38 for a fuller statement.

Other Special Courses.

Students who have exceptional qualifications may register for a year's work in special subjects. Such a student cannot be regarded as eligible for a diploma, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department of Education. The candidates interested in these special courses should communicate with the principal, as special arrangements must be made to suit individual needs.

Facilities for Practice Teaching.

The Lowell Normal School is especially fortunate in its facilities for student practice teaching. These include two rural two-room schools in Tewksbury, the Lexington Avenue School in the suburbs of Lowell, and the Bartlett and Morey schools in the city.

On account of these unusual facilities the students in the Lowell Normal School have opportunity for observation, participation and practice in teaching during both the junior and senior years. This work is done under the skilled supervision of critic teachers, and the number of available rooms is sufficient to provide each student with all necessary individual attention.

The Course of Study.

The course of study includes all the subjects commonly considered essential for preparation for teaching. It covers two years of resident work, twelve weeks of which in the senior year are spent in actual practice in various schoolrooms, each student having opportunity to try out different grades.

Especial attention is given to English throughout the course. There are classes in oral and written composition, oral expression, reading and literature, with the emphasis upon children's literature. Eight such courses give a comprehensive view of the whole subject of English in its relations to teaching. These courses are supplemented by two courses in library instruction and two courses in penmanship.

Such fundamental content subjects as arithmetic, geography, history and civics receive a great deal of attention, having various special courses in which the students learn the essential facts as to content and methods of teaching.

In practical arts and practical science there is a year of drawing, with special reference to methods of teaching in the lower grades, and another year of practical arts, with special reference to projects that can be carried out in the elementary schools.

A course in nature study and school gardening gives the prospective teacher a general knowledge of the facts and principles of these important subjects, together with considerable practical experience in growing flowers and other plants.

The course in physical education covers in a comprehensive way the subjects of hygiene, gymnastics, sanitation and school playgrounds, with special reference to the professional development of each student and her preparation to become an efficient participant in the supervised play of children.

A thorough course in music and the appreciation of music is given to all the students in the Lowell Normal School. This course runs through the entire two years and covers fully the subject-matter and the methods of teaching music in the grades. Opportunities are offered for the students to put into practice what they learn with the children in the practice schools, and a large collection of phonograph records is used to illustrate the history of music and the application of the subject to modern school methods.

From the time the student enters the junior year until she has been graduated there is continuous study of some phase of professional work in education. This is constantly emphasized in all of the subjects taught, as well as in the special courses in educational psychology, professional ethics and history of education. All of the discussions are based upon schoolroom problems observed by the students in the practice schools.

The Social Life of the School.

Although the Lowell Normal School has at present no dormitory, there is a happy and successful social side to the student activities which means much in the development of the students. Such activities are centered in the class organizations, and, even more, in the student association called "The School and Society League." Through this league the school is governed and a great many social activities are fostered. These activities include frequent informal afternoon socials as well as several guest socials in the evening during the year. In all activities of the school not only are the students cultivating the desirable habits and attitudes of self-control, courtesy, responsibility, initiative and teamwork, but they are coming to realize that the finest citizens in a democracy serve their fellows.

Every student at the Lowell Normal School has an opportunity to live richly and fully the democratic life. It is hoped that this experience will carry over into the prospective teacher's own school, and that she will give her pupils the same opportunity to develop those qualities of good citizenship which we need in our American democracy.

Living Accommodations.

The Lowell Normal School has no dormitory, but a list of rooms and boarding places is kept on file at the school. Students who wish to work their way through school may find opportunities to earn enough money to help pay their living expenses. A midday luncheon is served at the school on days when school is in session.

The Placement Bureau.

The great majority of the graduates secure their teaching positions through the school office. As accurate a follow-up record as it is possible to obtain is kept, with the idea of recommending graduates for more advanced positions when superintendents apply for teachers. During the past year many

NORMAL SCHOOL STUDENTS IN COSTUME FOR STORY TELLING TO CHILDREN.

more calls were received than the school was able to fill. Graduates who show promise can rely on being selected from time to time for increasingly remunerative positions.

In General.

Tuition is free to all residents of Massachusetts Each pupil not a resident of this State shall pay tuition to the extent of $25 for each half year.

State aid, to a limited extent, may be granted to deserving resident students after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents to investigate its methods, attend classes or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

REQUIREMENTS FOR ADMISSION.

The admission requirements are as follows: —

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least seventeen years is required); must be free from diseases or infirmities, or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition,

offer such satisfactory evidence of scholarship as may be required by the regulations of the Department. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Department relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B," and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition,	3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra	1 unit.
(3) Geometry	1 unit.
(4) History [1]	1, 2 or 3 units.
(5) Latin	2, 3 or 4 units.
(6) French	2 or 3 units.
(7) German	2 or 3 units.
(8) Spanish	2 units.
(9) Physics	1 unit.
(10) Chemistry	1 unit.
(11) Biology, botany or zoölogy	½ or 1 unit.

[1] History includes ancient, mediæval and modern; English history, American history and civics, current events, history to 1700, and European history since 1700.

(12)	Physical geography	½ or 1 unit.
(13)	Physiology and hygiene	½ or 1 unit.
(14)	General science	½ or 1 unit.
(15)	Drawing	½ or 1 unit.
(16)	Household arts	1, 2 or 3 units.
(17)	Manual training	1 unit.
(18)	Stenography, including typewriting	1 or 2 units.
(19)	Bookkeeping	1 unit.
(20)	Commercial geography	½ or 1 unit.
(21)	Arithmetic	½ or 1 unit.
(22)	Community civics	½ or 1 unit.

For the present the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant. Work in any subjects approved for graduation, in addition to that for which credit is gained by examination or certification, may count towards these five units.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV and V, must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification. Students who have completed the work of the third year may present themselves in either June or September for examination in five of the seven units in-

cluded under "B." The examination in English must be taken at the end of the fourth year.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Department of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Department of Education, as follows: —

A high school in Class A may[1] certificate[2] to a State normal school any graduates in subjects in which they have a mark of A or B.

A high school in Class B may[1] certificate[2] to a State normal school only those graduates who are in the upper half[3] of the graduating class, and have attained a mark of A or B in at least 10 of the 15 units counted toward graduation from high school.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B."

In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (*a*) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an appli-

[1] The principal of a high school is expected to certificate to a normal school only such pupils as are, in his judgment, reasonably likely to succeed in the normal school and in teaching.

[2] Candidates whose certificates are accepted by the principal of the normal school are exempted from entrance examinations in those subjects in which they have secured in the last year of work in that subject a mark of A or B, or a mark upon which the school certificates to colleges in the New England College Entrance Certificate Board.

[3] The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

cant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Department, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Department.

(*b*) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (*a*) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Department, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Department.

CURRICULUM.

Course for Elementary School Teachers.

Designed primarily for students preparing to teach in the first six grades of elementary schools, and rural schools of all grades.

A period is forty-five minutes in length.

Name and Number of Course.	Number of Weeks.	Periods Weekly.
First Year.		
English 1	19	2
English 3	24	2
Reading 1	38	2
Penmanship 1	38	2
English 5, Literature	19	2
Library Instruction 1	38	1
Arithmetic 1	19	3
Geography 1	19	3
Physical Education 1	38	3
Physical Education 3	38	2
History and Citizenship 1	38	3
Drawing 1	38	3
Practical Science 1	38	4
Music 1	38	4
Education 1	12	5
Education 5	19	1
Second Year.		
English 2	13	4
English 4	26	2
Reading 2	26	1
Penmanship 2	26	1
English 6, Literature	13	4
Library Instruction 2	26	1
Arithmetic 2	9	3
Geography 2	17	3
Physical Education 2	26	4

Course for Elementary School Teachers — Con.

Name and Number of Course.	Number of Weeks.	Periods Weekly.
History and Citizenship 2	13	4
Practical Arts 1	26	3
Practical Science 2	26	2
Music 2	26	4
Education 3	26	2
Education 4	13	3
Education 2, Practice Teaching	12	30
Education 6	12	1

COURSE OF STUDY.

ARITHMETIC.

The aim of the arithmetic courses is to provide students with such knowledge of arithmetic that they may be prepared for teaching arithmetic in the elementary schools.

Arithmetic 1. Introductory Course. Miss Clark.
First Year. Nineteen weeks, three periods weekly.

Content. — Counting, reading and writing numbers; number combinations; the fundamental process; United States money and measurements; methods of application and motivation of number, and special difficulties to overcome. The use of standard tests.

Arithmetic 2. Advanced Course. Miss Clark.
Second Year. Nine weeks, three periods weekly.

Content. — Methods of developing common and decimal fractions and percentage.

DRAWING.

Drawing 1. General Course. Miss Chute.
First Year. Thirty-eight weeks, three periods weekly.

Aims. — To acquaint normal school students with the subject-matter considered in drawing in the first six grades; to find the best methods of presenting the same; to draw on the blackboard and on paper with freedom and with skill.

Content. — Color: Color theory illustrated by the making of scales; color harmony illustrated by the application of scales, by nature, by commercial

objects and by the application to all students work where color may occur. Design: Lettering, spacing and arrangement, plans and patterns, also decorative designs based on natural forms. Representation: Drawing objects from nature, such as leaves, flowers, fruits, trees, figure drawing, including action and story illustration; common objects for form and proportion, in two dimensions, such as houses, cars, house furnishings and similar familiar things.

EDUCATION.

Education 1. Observation and Participation. Miss Fisher.
First Year. Twelve weeks, five periods weekly.

Aim. — To give the student some experience in teaching, and proper attitudes toward teaching, as well as a broad viewpoint in education.

Content. — Fundamentals of child psychology through observation of children both out of school and in school, supplemented by reading; acquaintance with the teaching process through observation lessons followed by class discussions and participation in the first six grades.

Education 2. Practice Teaching. Miss Ramsay.
Second Year. Twelve weeks, thirty periods weekly.

Aim. — The aim of this course is to give students experience in managing and teaching children in the elementary schools, both rural and graded, under the guidance, but not necessarily in the presence, of skilled teachers, that the students may acquire efficiency in teaching and classroom management.

Content. — The content of this course includes: practice in the technique of classroom procedure; a series of class conferences in which the students have opportunity of discussing and studying school conditions and activities in relation to child development and general pedagogy; a series of demonstration lessons given by critic teachers for the students' observation, special attention being paid to the important types of lessons and methods of teaching; a series of library conferences in which current topics in the field of educational administration, theory and practice are read and discussed.

Education 3. Educational Psychology. Miss Fisher.
Second Year. Twenty-six weeks, two periods weekly.

Aim. — To enable the students to gain a working knowledge of educational psychology.

Content. — Application of fundamental principles of educational psychology to the methods of teaching, particularly project method and socialization; current topics in the field of education, with a view to discovering the psychological facts and principles of education underlying them.

Education 4. History of Education. Miss Fisher.
Second Year. Thirteen weeks, three periods weekly.

Aim. — To acquaint the student with the history of education, especially that which has influenced our present-day theory and practice.

Content. — Aims and principles of modern education, together with current problems in education, with a view to discovering their historical background and arousing an active interest in their solution. This acquaints the students with much that is important in the history of education. A summary of this work should leave a more or less logically organized body of knowledge of the history of education.

Education 5. Professional Ethics. Miss Cheney.
First Year. Nineteen weeks, one period weekly.

Aims. — To stimulate students consciously and purposefully to establish such habits and ideals of conduct as will develop character and personality; to prepare students for the education of children in right living; to equip these future teachers with a knowledge of the standard of their profession, in order that they may live up to what is expected of them by other members of the profession and by the communities in which they teach.

Content. — Problems of student conduct; development of the student's personality; preparation for educating children in right living; problems of the teacher as a member of the profession.

Education 6. Classroom Management. Miss Ramsay.
Second Year. Twelve weeks, one period weekly.

Aim. — To establish habits of efficiency in using schemes and devices in the routine of class control and classroom management.

Content. — The economic principles underlying classroom management in respect to discipline, housekeeping, saving of time and materials; program making.

ENGLISH.

The courses in English have both cultural and professional value. In order to reach a necessary standard of scholarship students must appreciate good English and desire to speak and write it; they must know the principles governing composition and acquire the habit of applying them. They also must acquire clear ideals of all elementary stages of training children in English expression.

English 1. Oral and Written Composition. Introductory Course. Miss Lovell.
First Year. Nineteen weeks, two periods weekly.

Aims. — To train students to express themselves effectively, with spontaneity, correctness and force; to equip students with a knowledge of the definite aims and methods which aid in promoting steady growth in oral and written expression for the first six grades.

Content. — Application of the principles of composition, clearness, correctness and force in original work. A rapid survey of material on the teaching of English. A study of the problems and methods of teaching English in Grades I to VI, such as: development of oral work in Grades I to III; the use of reproduction in the lower grades; how oral work may be developed into written

work; the use of the picture in oral and written work; methods used in the teaching of spelling. An examination of language books for the purpose of finding material on problems of oral and written work. Application of the project method to the study of English.

English 2. Oral and Written Composition. Advanced Course. Miss Lovell.

Second Year. Thirteen weeks, four periods weekly.

Aims. — (1) To equip students with a knowledge of the definite aims and methods which aid in promoting a steady growth in oral and written expression. (2) To lead them to prepare type lessons and test them; gradually to take the initiative in suggesting and discussing subject-matter, aims and methods.

Content. — Methods of teaching letter writing; original games for testing knowledge of letter forms; how to improve oral and written work in higher grades; plans for developing varied beginnings and endings to stories, for improving sentence structure, for making better titles and choosing more worth-while subjects, for using a better choice of words.

English 3. Oral Expression. Miss Hogan.

First Year. Twenty-four weeks, two periods weekly.

Aims. — To develop a good speaking voice; to acquire the ability to express ideas interestingly, clearly and accurately; to gain a method for teaching oral expression in the grades.

Content. — This course includes speech correction and improvement exercises; vocal drills; oral recitations and discussions on given subjects; the beginning of story telling and dramatization.

English 4. Story Telling and Dramatization. Miss Hogan.

Second Year. Twenty-six weeks, two periods weekly.

Aims. — To develop the ability to tell stories effectively and to teach pupils how to dramatize simple stories.

Content. — The technique of story telling and of effective methods of school dramatization.

English 5. Children's Literature. Miss Lovell.

First Year. Nineteen weeks, two periods weekly.

Aims. — To acquaint students with literature suitable to children in Grades I to VI; to teach students how to select and present this to the children in these grades.

Content. — Sources of material: picture books; collections of stories to be read to children; stories for children to read. Kinds of material: folklore, fables and fairy tales; lyrics; animal stories; stories of child life.

English 6. Children's Literature. Miss Lovell.

Second Year. Thirteen weeks, four periods weekly.

Aims. — To acquaint students with the literature fitted for older boys and girls, and to give them some knowledge of the best in current magazines and modern literature.

Content. — The books of value to children; criteria for judging the literature for children; methods of awakening interest; the making of book lists; the reading of modern fairy tales; epics; stories of adventure; child life and school life; nature stories, story poems and lyrics.

GEOGRAPHY.

The aim of the geography courses is to give the students a practical knowledge of geography, the principles underlying it, and the best methods of teaching the subject to children.

Geography 1. Introductory Course. Miss Clark.
First Year. Nineteen weeks, three periods weekly.

Content. — Observational geography: People and their activities; natural objects and phenomena. Map interpretation. Geographical influences: The continents, land forms, oceans, inland waters, climate, soil, minerals, plants, animals. Study of a continent, country or physiographic region. Methods and plans for presenting the work to children.

Geography 2. Advanced Course. Miss Clark.
Second Year. Seventeen weeks, three periods weekly.

Content. — Geographical influences: How man's life is influenced by the earth's form and motions, industry and trade.

HISTORY AND CITIZENSHIP.

The controlling aim in both courses is to prepare students directly for an intelligent, loyal and useful citizenship in our American democracy. The study of history and social science must develop in these future teachers — and through them, in their pupils — those points of view, interests, habits, powers and ideals which are vital to the success of our nation.

History and Citizenship 1. American History. Miss Cheney.
First Year. Thirty-eight weeks, three periods weekly.

Content. — Part I. General preparation for teaching history: individual research, clear thinking, careful judging, accurate and concise expression; important conditions and problems of the present day; ideals of American citizenship and principles upon which American institutions are based; interpretation of the great periods of national development; great movements in the development of world civilization; reasons for teaching history in elementary schools; division of subject-matter in the grades; general principles in teaching history.

Part II. Special preparation for teaching history in Grades I to VI: a study of the specific aims, subject-matter, methods and materials connected with the history projects assigned to these grades in the State manual; observation of teaching and practice in teaching history in these grades.

History and Citizenship 2. Education in Citizenship. Miss Cheney.

Second Year. Thirteen weeks, four periods weekly.

Content. — Part I. Preparation in citizenship: aims in teaching citizenship to normal school students; a study of the principles, ideals and problems of American democracy based on the project method; student participation in the government of the normal school and in school and community projects; a study of citizenship standards, tests and ratings for normal students.

Part II. Preparation for teaching citizenship: a study of the aims, principles and objectives in educating children to useful citizenship in a democracy; civic projects in Grades I to VI; civic projects in rural schools; pupil co-operation in the management of the school and in school and community activities; use of citizenship standards and ratings with pupils; civic materials and bibliography; observation of teaching and practice in teaching citizenship in these grades.

LIBRARY INSTRUCTION.

Library 1. Miss Kimball.

First Year. Thirty-eight weeks, one period weekly.

Aim. — To give to the future teacher a broad culture gained through a knowledge and use of books and libraries.

Content. — Library tools, parts of books, care of books, magazines, reference books, periodical indexes.

Library 2. Miss Kimball.

Second Year. Twenty-six weeks, one period weekly.

Aims. — To acquire skill in the selection of classroom libraries; a better knowledge of professional magazines and library lessons that may be taught in the grades; and a right spirit of co-operation with public libraries.

Content. — Working with the English department, classroom library lists are made up for different grades; working with the practice department, articles in professional magazines are reviewed for students in the practice section, and library lessons are outlined for the grades; working with the public libraries, students are encouraged to know and use resources there and to introduce children to the wealth of material found there.

MUSIC.

Music 1. Introductory Course. Miss Damon.

First Year. Thirty-eight weeks, two class periods, one chorus period and one period of music appreciation weekly.

Aims. — To establish individual ability to sing a simple song with good quality, pitch, phrasing and enunciation, and to read at sight music of a moderate degree of difficulty; to become familiar with the music subject-matter taught in all grades; to acquire a knowledge of standard music classics in order to present to children a simple course in music appreciation, and to know

how to use talking machine records for rhythmic purposes and in correlation with other subjects.

Content. — Individual song singing and sight singing; ear training for development of tonal and rhythmic thinking; two and three part singing; time types; chromatic tones; word reading; listening to and analyzing good music compositions.

Music 2. Advanced Course. Miss Damon.

Second Year. Twenty-six weeks, two class periods, one chorus period and one period of music appreciation weekly.

Aims. — To increase individual ability in song singing and sight singing; to give students experience in practical application of teaching methods, including the project method, to subject-matter taught in grades, these methods to be adapted to any set of books; to give experience in the use of talking machine records for "listening lessons," for free and prescribed rhythmic response, and for correlation with geography, oral and written English, history and literature.

Content. — One, two and three part songs of increasing difficulty for individual and class singing; study of the child-voice and its tonal possibilities; methods of curing so-called monotones; observation and teaching of music subjects taught in various grades; at least one music project worked out in class, as student is later to develop it with children; use of various types of music compositions to develop in the children various rhythmic and emotional reactions, and ability to recognize themes and to analyze simple forms. The little children "learn to listen," the older ones "listen to learn."

PENMANSHIP.

Penmanship 1. Introductory Course. Mr. Riley.

First Year. Thirty-eight weeks, two periods weekly.

Aims. — To develop skill through correct repetition leading to right habit formation that secures correct posture, correct form and the ability to use arm movement effectively; to lead the student to study, think and visualize good writing.

Content. — Correct writing posture; correct holding of pencil and pen; correct arm movement with either right or left hand; usable speed; how to teach letters, words, sentences, paragraphs and figures.

Penmanship 2. Advanced Course. Mr. Riley.

Second Year. Twenty-six weeks, one period weekly.

Aims. — To teach the best methods of teaching penmanship in the grades; to show the relation of writing to other subjects.

Content. — Methods of presenting writing lessons, with observation and practice in presenting such lessons. Gradation of writing from simple to complex; adaptation to growth periods of children; judging, grading, rating or classifying of writing exercises; the use of standard tests.

PHYSICAL EDUCATION.

Physical Education 1. Physical Training. Introductory Course. Miss Milner.

First Year. Thirty-eight weeks, three periods weekly.

Aims. — To develop correct posture and physical health, strength and endurance in the student; to acquire, through experience, knowledge and skill in relation to the activities used in the schools in physical training.

Content. — Proper carriage and use of the body; correction of faulty posture; project studies of school gymnastics, dances, games and story and rhythmic plays.

Physical Education 2. Physical Training. Advanced Course. Miss Milner.

Second Year. Twenty-six weeks, four periods weekly.

Aims. — To teach the place of physical education in the schools and the adaptation of the various activities to the first six grades.

Content. — The theory of play; the relation of games, dances, plays and other physical exercises to the stages of development of children, with lists for each of the first six grades; the equipment of playgrounds and the organization of their activities; the relation of playground supervisors to the civil service and the preparation for State examinations.

Physical Education 3. Hygiene. Miss Hogan.

First Year. Thirty-eight weeks, two periods weekly.

Aims. — To teach the proper care of the body and to put the knowledge acquired into immediate and continuous practice; to acquire a method for teaching and demanding good habits of health from the children; to consider the physical welfare of the child as it is affected by his school and home environment.

Content. — Development of habits and practices which make for physical efficiency such as personal cleanliness and proper diet; the proper lighting, heating, ventilation and furniture of the schoolroom; the drainage and water supply of the school building; communicable diseases and conditions of childhood, their symptoms and contagion.

PRACTICAL ARTS.

Practical Arts 1. General Course. Miss Chute.

Second Year. Twenty-six weeks, three periods weekly.

Aim. — To acquaint normal school students with definite art projects that can be carried out in the first six grades without special equipment; to continue drawing from the first year for greater skill and freedom; to acquaint the students with the satisfactory appearance of a schoolroom and of a teacher.

Content. — Paper and cardboard construction, elementary bookbinding, sewing and basketry; representation of objects in three dimensions, with blackboard drawing; art appreciation as exemplified in the schoolroom, the teacher's dress, the home furnishings, and in picture study.

PRACTICAL SCIENCE.

Practical Science 1. Nature Study and School Gardening. Mr. Cubberley.

First Year. Thirty-eight weeks, four periods weekly.

Aims. — To interest students in plant and animal life; to have them know and recognize the common plants and animals; and to prepare them to teach nature study and school gardening in the elementary schools.

Content. — Trees, wild flowers, birds, insects and other animals; cultivated flowers, fruits and vegetables; plant structure and life; gardening processes indoors and out.

Practical Science 2. The Science of Everyday Life. Mr. Cubberley.

Second Year. Twenty-six weeks, two periods weekly.

Aim. — To acquaint the student with the scientific principles involved in the common machines and appliances of everyday life.

Content. — The home: the water supply, heating, lighting and electrical appliances. Modern means of communication and transportation.

READING.

The general aim of the courses in reading is to prepare students to teach reading by those methods which secure the desired results in as short a time as is consistent with the formation of permanently valuable habits of using printed literature. This involves a study of the pedagogical principles underlying the teaching of reading; of the common basis of modern methods and the devices used in these methods; and of the habits which are essential in connection with acquiring power in reading, and the ways of forming these habits.

Reading 1. Reading in Primary Grades. Mr. Riley.

First Year. Thirty-eight weeks, two periods weekly.

Content. — Principles involved in learning to read; basal stories, rhymes, dramatization, pictures, games, word families; types of oral and silent reading; selection of material; grouping of pupils for reading projects; methods of fixing good habits in reading; use of phonetics and relation to the teaching of reading.

Reading 2. Reading in Intermediate Grades. Mr. Riley.

Second Year. Twenty-six weeks, one period weekly.

Content. — Types of lessons in oral and in silent reading involving the acquisition of new experiences, and the desire to share them with others, setting

up habits of permanent value in relation to the increase of the vocabulary, the use of books, and correct reading method. Motivated reading lessons and reading projects involving different types of oral and of silent reading lessons; setting up habits of permanent value in relation to extensive and intensive reading; reading material. The use of simple measurements of rate and of comprehension in reading.

COURSE FOR MUSIC SUPERVISORS.

The State Normal School at Lowell conducts a postgraduate course for the training of music supervisors. The course is planned to meet the needs of the increasingly important place which music is taking in the field of education.

The superior training facilities of the Lowell Normal School make possible an unexcelled opportunity for preparation for music leadership.

The full course can be completed in one year or more according to the ability, preparation and experience of the student.

In connection with the work in music, students who are preparing for music supervision may be required to take certain other subjects which are necessary to the equipment of a successful teacher of music in the public schools, such as psychology, history of education, methods of teaching and poems for children.

The course for supervisors of music includes the following:—

Subject Matter.

Intervals; scales, major and minor; chromatic tones and the characters used to represent them; time, rhythmic groups and measure formation; Italian terms for expression and tempo; musical form; writing of melodies; sight singing; study of the child-voice, its character, needs and possibilities.

Public School Music Methods.

Function of public school music and aim in teaching it; principles of pedagogy as applied to the teaching of music; courses of study for grades and high school.

Music Appreciation.

Course 1. — Various music forms will be studied (through the use of piano, voice and talking machine) with explanatory data of biography and history, according to the following outline: —

1. Folk music.
2. Classic school from Bach to Beethoven.
3. Romantic school from Beethoven to Brahms.
4. Modern music.

THE KINDERGARTEN BAND, BARTLETT TRAINING SCHOOL.

Course 2. — The use of music in education. Free rhythmic response, prescribed rhythmic response, listening lessons, correlation of music with oral and written English, geography, history and literature.

Observation and Practice Teaching.

A demonstration of student's working knowledge of the foregoing; ability to inspire and conduct a class.

Choruses, School Orchestras and Glee Clubs.

Their organization, material and conducting.

Violin and Piano Classes.

Plans for their organization and administration; methods of teaching.

Concerts by and for Children.

Their value and administration.

High School Credits for the Study of Music under Private Instruction.

Comparative study of working plans for the granting of such credits.

Lectures and Discussions concerning Various Phases of Public School Music.

1. The Ideals of the Music Supervisor.
2. Relation of Music Supervisor to Children.
3. Relation of Music Supervisor to Teachers.
4. Relation of Music Supervisor to Educational System.
5. Relation of Music Supervisor to Local Musicians.
6. Relation of Music Supervisor to Community.

Supplementary Work in Voice, Piano and Harmony.

As may be prescribed by the music director.

Special Courses for the Training of Departmental Teachers of Music.

Normal or college graduates, or grade teachers of experience who may wish to prepare for the departmental teaching of music may supplement their training and experience with courses chosen from those offered in the supervisors' course, such courses to be selected upon consultation with the music director.

State Diploma.

Upon their completion of the course for supervisors and departmental teachers of music, students will receive a diploma from the State Department of Education, stating that they have completed the required training and are duly qualified to teach in their respective fields.

Relation of Special Students to the School.

A feature of the Lowell State Normal School is its student government, in the hands of the School and Society League, of which each student is a member. The students of the supervisors' class are organized as a section of the League.

Living Conditions.

While the Lowell Normal School has no dormitory as yet, the school aids in placing the out-of-town students in favorable and pleasant environment.

Tuition and Textbooks.

As this is a State school no tuition is charged to residents of the State. Residents of other States pay the tuition of $50 a year required by all Massachusetts Normal Schools. The school library as well as the city library contains many books on music.

Course of Study.

The course of study followed in preparation and teaching is that compiled by the educational council of the National Conference of Music Supervisors. This course of study is supplemented by a more detailed one arranged by the director of music of the Lowell School.

Practice Schools.

Exceptional advantages are derived from the course offered for supervisors of music in the public schools. One of the most important of these is the splendid opportunity afforded each student to first observe, and later carry out, all theories and methods taught at the Normal School. This observation and teaching is done in the various practice schools, the largest of which is the Bartlett School. Here the prospective supervisor is able to exercise her knowledge, develop her personality and display her ability by working with elementary grades and junior high. Two days a week are devoted to practice teaching, each day's work being followed by constructive criticism.

Student Musicales.

Student musicales are held from time to time during the year, in which each student is given an opportunity to participate. These entertainments are of educational value both to the audience and to the students furnishing the program.

Music Appreciation.

There are two courses in music appreciation, or use of music in education. One is devoted to the special music students, the other to both special and regular students. These courses for elementary and high schools are taken up not only from the supervisor's standpoint, but also from that of the grade teacher. These are given in exactly the same form in which the supervisor would present the subject to the teacher, and the teacher to the child. One period a week is devoted to each.

Musical Organizations.

The Normal School has three musical organizations, — the glee club, the orchestra and the banjo-mandolin club.

The glee club comprises chosen voices from the student body, together with the music students. An opportunity is thus given to the prospective supervisor for coming into intimate contact with the organization and conducting of a glee club. The glee club meets once every week for a period of forty minutes, with additional practice time for concerts and entertainments.

The school orchestra affords an opportunity for the girls in the supervisors' course to study orchestration and put into practice their knowledge of orchestra leadership. To be able to conduct an orchestra correctly is no mean attainment, and the future supervisor who can do this should have no hesitancy in later beginning and carrying on an orchestra in her own schools.

The banjo-mandolin club is simply for amusement and pleasure and informal entertainments. Each spring a concert of these organizations, assisted by professional soloists, is held, when some standard work is given.

Chorus Conducting.

The members of the music supervisors' class are given frequent opportunity to lead the entire student body in community singing. This is of great value to them in preparing them for the work which they are later to do in their own communities. It gives the conductor experience in music leadership and insures greater confidence in her own ability.

Other Subjects.

In connection with the supervisors' course in music, two supplementary subjects are required, — oral English and psychology. The English class meets one hour a week, and it is the aim of the course to inspire confidence and do away with self-consciousness in the future supervisor. To be able to talk before a group of people and express ideas clearly is a professional asset.

Two periods a week are given to the subject of psychology. This includes the psychological phases of child development, also the problem project method as applied to music.

Advantages.

The Normal School owns orchestral instruments which may be used by students capable of playing in the school orchestra.

The Lowell Auditorium, a memorial for those who gave their lives in the World War and other wars, is in the process of construction, and is to be dedicated early in 1922. When this is completed the city will enjoy many concerts and entertainments which have been impossible up to the present time.

The music director at the Normal School is chairman of the community service music committee. This gives opportunity to bring the special music students in direct contact with community work.

The nearness of Lowell to Boston enables the students to keep in touch with important musical events in Boston.

A Typical Program of a Member of the Music Supervisors' Class for One Week.

Monday.

Period 1. Chorus practice, entire school.
Period 2. Oral English.
Period 3. Discussion of music project plans for practice teaching.
Period 4. Observation of normal senior music class. Subject, "Music Teaching Methods."
Periods 5, 6, 7. Observation and practice teaching at Bartlett School.

Tuesday.

Period 1. Observation of normal junior music class. Subject, "Common and Compound Time." Class taught by member of music supervisors' class.
Period 2. Constructive criticism of practice teaching of previous day. Music project continued.
Period 3. Music appreciation.
Period 4. Psychology.
Periods 5, 6, 7. Preparation for music project. Normal School orchestra. Orchestra directed by members of music supervisors' class. Compositions played are orchestrated by members of this class.

Wednesday.

Period 1. Music appreciation.
Periods 2, 3, 4, 5, 6. Practice teaching in Bartlett School.
Period 7. Observation and conducting of elementary school orchestra.

Thursday.

Period 1. Psychology.
Periods 2, 3. Music project.
Period 4. Practice in chorus conducting.
Period 5. Observation of normal senior music class. Subject, "Music Teaching Methods."
Period 6. Chorus conducting.
Period 7. Members of music supervisors' class teach classes of normal students requiring special help.

Friday.

Period 5. Glee club.

Placement Bureau.

The State Normal School maintains a Placement Bureau, through which a great majority of its graduates secure their teaching positions. The services of this Bureau are always at the disposal of the graduates of the school.

These music courses are in charge of INEZ FIELD DAMON, Director of Music. Further information may be obtained by addressing the Principal, State Normal School, Lowell, Mass.

Students.

Course for Music Supervisors.

Boulger, Ruth Jane	Lowell.
Burne, Elsie Sarah	West Chelmsford.
Carty, Mary Frances	Methuen.
Linscott, Beulah Hope	Dracut.
Precious, Pamelia	Forge Village.
Smith, Ruth Asenath	Chelmsford.
Ward, Ruth Marie	North Chelmsford.
Weatherhead, Muriel	Southbridge.

Postgraduate Course.

Brown, Rose Irene	Lowell.

Three-year Course.

Graduating in 1922.

Barrie, Doris Charlotte	Lawrence.
Beverly, Marian Tamar	Lawrence.
Cohen, Lillian	Nashua, N. H.
Dick, Helen Ida	Lawrence.
Ferrin, Madeline	Lowell.
Gaines, Ruth Mildred	Lawrence.
Garvey, Monica Marie	North Andover.
McNeice, Sarah Annette	Lawrence.
Nussbaum, Florence Gertrude	Lawrence.
Pratt, Marjorie Pearl	Lowell.
Thompson, Louise Eastman	Lowell.

Two-year Course.

Seniors.

Agnew, Lottie Margaret	West Chelmsford.
Armstrong, Valeria Etta	Nashua, N. H.
Bedell, Alice Marion	Wilmington.
Berzetts, Frances Agnes	Nashua, N. H.

Bolton, Alice Clark	Dracut.
Bourdy, Olga Louise	Lowell.
Bowles, Hazel Rachel	Winchester.
Bradley, Bernice Margaret	Carlisle.
Brightman, Marion Ethelyn	Lawrence.
Buckle, Dorothy Earl	Wilmington.
Burke, Grace Virginia Cecelia	Lowell.
Butler, Agnes Elizabeth	Haverhill.
Cahill, Margaret Agnes	Woburn.
Canty, Julia Marie	Brookline.
Clough, Ruth Mary	Lowell.
Coffey, Estelle Marie	Lowell.
Coughlin, Helen Marie	Lowell.
Cross, Nelda Laura	Lowell.
Crouse, Madlyn Hazel	Nashua, N. H.
Cummings, Elizabeth Lyndon	Haverhill.
Deasy, Mary Helen	Cambridge.
Eaton, Lavonia	Lexington.
Egan, Gertrude Louise	Lowell.
Fay, Gertrude Teresa	Lowell.
Fay, Louise Adelaide	Lowell.
Fenton, Beatrice Josephine	Lawrence.
Finneran, Margaret Mary	Lawrence.
Folsom, Blanche	Nashua, N. H.
Fox, Mary Josephine	Lowell.
Gallagher, Martha	Lowell.
Gill, Mary Evelyn	Billerica.
Griffin, Dorothy Ruth	Lawrence.
Guiney, Anna Theresa	Cambridge.
Hargrove, Florence	Lexington.
Hart, Mary Catherine	Andover.
Herlihy, Margaret Mary	Haverhill.
Hillery, Anna Margaret	Cambridge.
Hopkins, Elizabeth	Nashua, N. H.
Huby, Eva Mary	Lawrence.
Hyland, Mary Eileen	Lawrence.
Kelly, Adeline Marie	Lawrence.
Kemp, Charlotte Margaret	Chelmsford.
Kenney, Gertrude Louise	Woburn.
Kerr, Russella Margaret	Lowell.
Kiley, Margaret Teresa	Haverhill.
Knight, Margueritta May	Lawrence.

Leary, Margaret Angelina	Lowell.
Lennon, Ruth Agnes	Haverhill.
Lusk, Ruth Hope	Cambridge.
Lyall, Rosamond Josephine	Lawrence.
Lyman, Lorena Frances	Nashua, N. H.
Marsh, Viola Anna	Cambridge.
McCarthy, Florence Elizabeth	Cambridge.
McDonald, Ruth Geraldine	Allston.
McGovern, Adelaide Marie	Woburn.
McKay, Mary Isabelle	Lowell.
McKeon, Helen Agatha	Lowell.
Morris, Helen Rose	Cambridge.
Morton, Annie	Lawrence.
Mulligan, Anna Synicious	Lowell.
Nolan, Alice Mary	Winchester.
Noonan, Mary Louise	Lawrence.
O'Brien, Anna Louise	Lawrence.
O'Brien, Kathleen Agnes	Cambridge.
O'Brien, Marie Louise	Somerville.
O'Connell, Anna Bernadette	Nashua, N. H.
O'Connor, Marie Catherine	Lowell.
O'Donovan, Elizabeth Ursula	Lawrence.
O'Donnell, Marietta Louise	Lowell.
O'Hare, Rosabel Gordon	Lowell.
O'Leary, Mildred Clare	Lawrence.
O'Shea, Cecilia Anna	Cambridge.
Palmer, Bernadette Augusta	Lawrence.
Park, Charlotte Hall	South Chelmsford.
Parthenais, Marie Crescence	Lowell.
Putnam, Gladys Vera	Lowell.
Quill, Mary Josephine	Winchester.
Reynolds, Marie Frances	Lowell.
Reynolds, Mary Margaret	Lowell.
Riese, Helen Margaret	Bedford.
Russell, Elizabeth Hilary	Cambridge.
Ryan, Helen Ruth	Haverhill.
Shaughnessy, Margaret Louise	Cambridge.
Sheehan, Grace Gertrude	Lowell.
Sheldon, Ruth Celestia	Lowell.
Storey, Dorothy Dalton	Brookline.
Sullivan, Eleanore Catherine	Lawrence.
Tellier, Marguerite Elizabeth	Lowell.

Turner, Margaret Knoud	Woburn.
Walker, Ruth Annis	Lowell.
Ward, Eleanor Adams	Chelmsford.

JUNIORS.

Allen, Madeline Marie	Lawrence.
Arrell, Lillian Grace	Winchester.
Arrell, Marion Bernice	Winchester.
Bagshaw, Helen May	Lowell.
Bake, Florence Ethel	Methuen.
Barrett, Helen Mary	Lowell.
Berntson, Edith Marie	Lowell.
Brennan, Emma Louise	Lowell.
Bowers, Gwendolyn Florence	Lawrence.
Brenner, Mildred Bernardine	Cambridge.
Bresnahan, Annabelle	Lawrence.
Brown, Margaret Wales	New Bedford.
Burns, Helen Marie	Cambridge.
Campbell, Katherine Bradley	Ward Hill.
Carter, Arlene Elizabeth	Woburn.
Collins, Rita Mary	Lawrence.
Connelly, Sarah Anne	Lowell.
Curry, Anna Bernadette	Cambridge.
Danahy, Madeleine Mary	Lawrence.
Davis, Martina Ernestine	Lowell.
Devine, Mary Beatrice	Lowell.
Doran, Estelle Catherine	Lowell.
Finnegan, Grace Loretta	Billerica.
Garrity, Mary Isabelle	Lowell.
Garvey, Marion Margaret	Lowell.
Graham, Dorothy Frances	Woburn.
Hannigan, Mary Patricia	Exeter, N. H.
Hart, Kathleen Frances	Andover.
Hennessy, Margaret Patricia	Lawrence.
Henry, Margaret Catherine	Cambridge.
Hill, Dorothy Baker	Lowell.
Hyde, Evelyn Gertrude	Lowell.
Ingalls, Gladys	Westford.
Johnson, Marguerite Ellen	Lowell.
Kelleher, Mary Agnes	Lowell.
Lawrence, Edna Mae	Andover.

Leary, Mary Rita	Andover.
Levis, Catherine Helene	Haverhill.
Lyons, Sarah Frances	Lowell.
Lynch, Beatrice Christine	Lowell.
Marchacos, Clara	Lowell.
McEvoy, Ellen Emiliana	Lowell.
McGowan, Sarah Mary	Winchester.
Mullen, Mary Ellen	Cambridge.
Murphy, Helen Gertrude	Watertown.
Murray, Mildred Josephine	Cambridge.
O'Brien, Margaret	Lawrence.
O'Connor, Louise	Lawrence.
O'Dowd, Mary Theresa	Andover.
O'Neil, Josephine Miriam	Melrose.
O'Sullivan, Margaret Mary	Lowell.
Porteck, Rose	Lowell.
Powell, Helen Mary	Haverhill.
Provost, Gertrude	Graniteville.
Regan, Julia Anna	Lawrence.
Richards, Ruth Stevenson	Lawrence.
Robinton, Grace Marion	Lawrence.
Roche, Elizabeth Barbara	Lawrence.
Riley, Alice Mary	Lowell.
Ryan, Lillian Marguerite	Lawrence.
Salice, Lillian	Winchester.
Sargent, Virginia Esther	Lowell.
Savage, Mary Catherine	Lowell.
Schatz, Dorothy Anna	Methuen.
Sheridan, Mary Elizabeth	Lowell.
Smith, Priscilla Wilhelmina	Lowell.
Sullivan, Catherine Agnes	Lowell.
Weed, Margaret Aber	Lowell.
Whelton, Ruth Margaret	Lowell.
Whitaker, Hazel Bancroft	Tyngsborough.

Special Students.

Brenner, Lena	Chelsea.
Farrell, Agnes Eileen	Lowell.
Fitzgerald, Katherine Mary	Somerville.
Grant, Josephine Young	Lowell.
Hession, Helen Gertrude	Somerville.
Hobson, Violet Victorine Lillian	Lowell.

Lawn, Beatrice Gertrude	Woburn.
Leddy, Edna Julia Marie	Cambridge.
McLean, Mary Ruth	Boston.
Madigan, Elaine Frances	Haverhill.
Moskovit, Lena	Haverhill.
Reardon, Marguerite	Lawrence.
Shea, Anastasia	Woburn.
Smith, Marion Elizabeth	Lowell.
Stack, Margaret Rita	Andover.
Sullivan, Eleanor Virginia	Lawrence.

Summary.

Course for Music Supervisors	8
Postgraduate course	1
Three-year course: —	
Graduating in 1922	11
Two-year course: —	
Seniors	91
Juniors	70
Special students	16
Total	197

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STATE NORMAL SCHOOL
LOWELL MASSACHUSETTS

CATALOG AND CIRCULAR
1922 = = = = 1923

THE MAIN BUILDING OF THE LOWELL NORMAL SCHOOL.

The Commonwealth of Massachusetts

State Normal School
Lowell

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UNIVERSITY OF ILLINOIS

Twenty-Fifth Annual Catalog

For the Year ending June Thirtieth
Nineteen Hundred Twenty-three

Publication of this Document
approved by the
Commission on Administration and Finance.

The Commonwealth of Massachusetts

Department of Education.

PAYSON SMITH, *Commissioner of Education.*

Members of Advisory Board.

THE COMMISSIONER OF EDUCATION, *Chairman, Ex Officio.*

Term expires.

1923. SARAH LOUISE ARNOLD, Riverbank Court, Cambridge.
1923. Mrs. ELLA LYMAN CABOT, 1 Marlborough Street, Boston.
1924. ARTHUR H. LOWE, Fitchburg.
1924. WALTER V. McDUFFEE, Central High School, Springfield.
1925. A. LINCOLN FILENE, 426 Washington Street, Boston.
1925. THOMAS H. SULLIVAN, Slater Building, Worcester.

GEORGE H. VARNEY, *Business Agent.*
THOMAS J. GREEHAN, *Chief Clerk.*

Division of Elementary and Secondary Education and Normal Schools.

FRANK W. WRIGHT, *Director.*

ROBERT I. BRAMHALL . . . *Agent for Research and Statistics.*
LOUISE S. FRENCH . . . *Assistant Supervisor of Physical Education.*
HARRY E. GARDNER . . . *Agent for Registration of Teachers.*
BURR F. JONES . . . . *Supervisor of Elementary Education.*
CLARENCE D. KINGSLEY . . *Supervisor of Secondary Education.*
CARL L. SCHRADER . . . *Supervisor of Physical Education.*

The Department of Education.

Division of Elementary and Secondary Education and Normal Schools.
Division of Vocational Education.
Division of University Extension.
Division of Immigration and Americanization.
Division of Public Libraries.
Division of the Blind.
Teachers' Retirement Board.
Massachusetts Nautical School.
Massachusetts Agricultural College.
Bradford Durfee Textile School, Fall River.
Lowell Textile School.
New Bedford Textile School.

Faculty.

CLARENCE M. WEED	PRINCIPAL.
WILLIAM E. RILEY	*Penmanship and reading methods.*
BLANCHE A. CHENEY	*Civics and history.*
EMMA M. RAMSAY	*Supervisor of practice.*
INEZ FIELD DAMON	*Music.*
JOSEPHINE W. CHUTE	*Drawing and practical arts.*
SARAH E. LOVELL	*English.*
FRANCES CLARK	*Geography and arithmetic.*
HELEN L. HOGAN	*Oral expression and hygiene.*
EDWIN A. HOADLEY	*Practical science.*
AMELIA L. PETERS	*Education and psychology.*
RUTH M. BAILEY	*Physical education.*
—— ——	*Librarian.*
BEATRICE L. DOWLING	*Secretary.*
REGINA M. LOWNEY	*Stenographer.*
FRANCIS R. MAHONY, M.D.	*Medical Adviser.*

Practice Department.

Bartlett Training School, Lowell.

CHARLOTTE M. MURKLAND	PRINCIPAL.
MARY L. WALLACE	Sixth grade.
ANNA B. BARTLETT	Sixth grade.
KATHERINE F. FARLEY	Fifth grade.
ELSIE R. RICHTER	Fifth grade.
MARIA W. ROBERTS	Fifth grade.
CATHERINE EATON	Fourth grade.
MARIE T. HEARN	Fourth grade.
REGINA B. FRAPPIER	Third grade.
EMMA M. GRAHAM	Second and third grades.
FRANCES C. MORIARTY	Second grade.
ESSIE E. ROCHE	First grade.
MARY E. SNOW	First grade.
HELEN W. NOYES	Principal of kindergarten
EDITH J. ATWOOD	Office supervision.
AMY L. TUCKE	Music.
HELENE ABELS	Drawing.
CHARLES J. RODGERS	School gardening.

Charles W. Morey Training School, Lowell.

WILLIAM W. DENNETT . . . . . PRINCIPAL.

IRENE H. DOWD	Sixth grade.
BERTHA LEADBETTER	Fifth grade.
GEORGIANNA P. KEITH	Fourth grade.
NATALIE M. MCQUADE	Second grade.

Lexington Avenue Training School, Lowell.

CARRIE M. HART	Third to fifth grades.

North Tewksbury Training School.

EVA L. HERSEY	Fourth to sixth grades.
LILLIAN W. ALLARD	First to third grades.

South Tewksbury Training School.

MIRIAM WIGGIN	Fourth to sixth grades.
RUTH H. TINGLEY	First to third grades.

Calendar.

1922.

September 11, Monday	Entrance examinations.
September 12, Tuesday	Entrance examinations.
September 13, Wednesday	School year begins at 9.10 A.M.
October 12, Thursday	Columbus Day, a holiday.
November 23, Thursday	Thanksgiving Day, a holiday.
November 24, Friday	No school.
December 22, Friday	Recess begins at noon.

1923.

January 2, Tuesday	Recess ends at 9.10 A.M.
January 29, Monday	Second semester begins.
February 22, Thursday	Washington's Birthday, a holiday.
February 24, Saturday	Recess begins.
March 5, Monday	Recess ends at 9.10 A.M.
Good Friday	A holiday.
April 19, Thursday	Patriots' Day, a holiday.
April 28, Saturday	Recess begins.
May 7, Monday	Recess ends at 9.10 A.M.
May 30, Wednesday	Memorial Day, a holiday.
June 7, Thursday	Entrance examinations.
June 8, Friday	Entrance examinations.
June 22, Friday	Graduation exercises at 2.30 P.M.
September 10, Monday	Entrance examinations.
September 11, Tuesday	Entrance examinations.
September 12, Wednesday	School year begins at 9.10 A.M.

Schedule of Entrance Examinations for 1923.

JUNE 7 AND SEPTEMBER 10.

8.15– 8.30.	Registration.
8.30–10.30.	English.
10.30–12.30.	Latin, Commercial Subjects.
1.30– 4.30.	Social Studies.

JUNE 8 AND SEPTEMBER 11.

8.15– 8.30.	Registration.
8.30–10.30.	Mathematics.
10.30–12.30.	German, French, Spanish.
1.30– 4.00.	Sciences.
3.30– 5.00.	Fine and Practical Arts.

State Normal School,

Lowell, Massachusetts.

ADMISSION REQUIREMENTS.

I. Application for Admission. — Every candidate for admission to a normal school is required to fill out a blank entitled "Application for Admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school, and should be filed as soon after January 1 of the senior year as the candidate decides to apply for admission.

II. Blanks to be Filed by the High School Principal. — The principal of the high school last attended is expected to fill out two blanks, one giving the "High School Record," and the other a "Rating of Personal Characteristics," and send them to the principal of the normal school.

III. General Qualifications. — Every candidate for admission as a regular student must meet the following requirements: —

1. *Age.* — A woman must be at least sixteen and a man seventeen years of age on or before September 1 of the year of admission. (To be admitted to the Household Arts Curriculum at Framingham, a candidate must be at least seventeen.)

2. *Health.* — The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching.

3. *High School Graduation.* — The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

4. *Completion of Fifteen Units of High School Work.* — The "High School Record" must show the completion of fifteen

units accepted by the high school in meeting graduation requirements, a unit being defined as follows: —

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

5. *Personal Characteristics.* — The "Rating of Personal Characteristics," and the moral character of the candidate, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. Scholarship Requirements. — Of the 15 units presented for admission, at least 10 must be selected from the list given below in Section V, and must be of a satisfactory grade as determined by certification or examination. Three of these units must be in English and one in American history and civics. Applicants for admission to the Practical Arts Curriculum of the Fitchburg Normal School may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements. The Normal Art School requires in addition an examination in drawing.

1. *Certification.* — Credit by certification may be granted in any subject in which the candidate has secured a certifying mark (A or B) in the last year for which such credit is claimed, provided that the student is a graduate of a Class A high school or is in the upper half[1] of the graduating class of a Class B high school.

2. *Examination.* — Any candidate not securing credit by certification for ten units must either —

(1) Secure credit in the remaining number of units by examination in subjects chosen from the list in Section V, or —

(2) In addition to the required subjects, take three comprehensive examinations aggregating 6 units from the subjects listed in Section V, these units to be chosen from three of the six following fields: (*a*) Social Studies, (*b*) Science, (*c*) Foreign

[1] The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

Language, (*d*) Mathematics, (*e*) Commercial Subjects, and (*f*) Fine and Practical Arts.

Since the second plan involves five comprehensive examinations, the examination papers and school record of candidates using this plan will be judged as a whole.

V. List of Subjects for Certification or Examination.

Required.

English literature and composition	3 units
American history and civics	1 unit

Elective.

The candidate may choose the six elective units from any of the units listed below, but these units must be so distributed that the number offered in any field shall not exceed the following: —

Social studies	3 units
Science	3 units
Foreign language	4 units
Mathematics	3 units
Commercial subjects	4 units
Fine and practical arts	3 units

Social Studies.

Community civics	½ or 1 unit
History to about 1700	1 unit
European history since 1700	1 unit
Economics	½ unit
Problems of democracy	½ unit
Current events	½ or 1 unit
Ancient history	1 unit
English history	1 unit
Medieval and modern history	1 unit

Science.

General science	½ or 1 unit
Biology, botany, or zoölogy	½ or 1 unit
Chemistry	1 unit
Physics	1 unit
Physical geography	½ or 1 unit
Physiology and hygiene	½ or 1 unit

Foreign Language.

Latin	2, 3, or 4 units
French	2 or 3 units
Spanish	2 units
German	2 or 3 units

Mathematics.

Algebra	1 unit
Arithmetic	½ or 1 unit
Geometry	1 unit

Commercial Subjects.

Stenography (including typewriting)	1 or 2 units
Bookkeeping	1 unit
Commercial geography	½ or 1 unit
Commercial law	½ unit

Fine and Practical Arts.

Home economics	1, 2, or 3 units
Manual training	1 unit
Drawing	½ or 1 unit

The *five* additional units, however, necessary in order to make up the 15 units required for graduation, may consist of any work which the high school accepts as meeting its graduation requirements.

VI. Place, Time, and Division of Examinations. — Entrance examinations may be taken in June and September at any State normal school (including the Normal Art School) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than 5 units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification. Credit secured for admission to any college of the New England College Entrance Certificate Board, by examination or by certificate, may be accepted.

VII. Admission as Advanced Students. — A graduate of a normal school or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

VIII. Admission of Special Students. — When any normal school, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

THE OPPORTUNITIES OFFERED.

The Lowell Normal School offers to high school graduates, or persons of equivalent preparation, an opportunity to fit themselves for the teaching profession at very small expense. It carries on three regular courses: —

(*a*) The Two-year Course.
(*b*) The Three-year Course.
(*c*) The Course for Supervisors of Music.

The following paragraphs summarize the more important facts concerning each of these courses: —

(a) The Two-year Course.

This is intended primarily to fit students to teach in the first six grades of the elementary schools. During the first, or junior, year instruction is carried on very largely in the classes of the normal school proper. For approximately eight weeks, however, of the junior year each student takes a course in observation and participation in one of the practice schools, for the purpose of securing a first-hand knowledge of children in the classroom. During these eight weeks, for an hour each day, juniors observe classroom practices under the direction of a normal school instructor, and opportunity is given for teaching small groups of children. Students are thus enabled early in their course to decide as to their real aptitude for teaching, and to choose the particular type of work that furnishes the most appeal.

During the senior year one entire term of twelve weeks is again given over to work in the practice schools. During this time students are given a larger measure of responsibility for the actual teaching and management of the classroom. Throughout the entire course — and this applies to the other courses as well — the emphasis is placed not so much on the acquisition of knowledge, as on the development of skill in applying methods of instruction, and the underlying aim stressed in all the courses is the *study of children* and the *teaching of children.* Young women who like children cannot fail to find normal school work keenly interesting.

The two-year course is the one elected by the great majority of students. Graduates find places in rural communities and in the smaller cities and towns.

(b) The Three-year Course.

This includes all the subjects and activities offered in the two-year course, and in addition gives opportunity for a full year's independent teaching in selected communities. The three-year student leaves the normal school in April of her senior year, and enters upon a year's teaching. This is done under regular classroom conditions, and under pay. Several times during the year she is visited by normal school instructors, and her progress noted. In April of the year following she returns to the normal school for her final term of work, and graduates in June. Such a student graduates with a full year of teaching to her credit, and is not regarded as an inexperienced beginner. During the year 1920–21 the Lowell Normal School enrolled eleven students for three years of work. The universal testimony is to the effect that the added year of work "in the field" is of great value.

(c) The Course for Supervisors of Music.

This is a professional graduate course to provide proper and adequate training, both theoretical and practical, for supervisors of music in the public schools.

The aim of the course is to give students a professional training that shall be more extended, more practical and more comprehensive than the training which is usually obtained

through a short and necessarily hurried course in a summer school. It is further intended that this course shall train and equip supervisors of music who shall be able to assume leadership in the schools in which they are employed. The extensive training facilities connected with the Lowell Normal School are at the disposal of those persons who are admitted to this course. The course, which is one year in length, is open to graduates of colleges and normal schools, and to such other persons, teachers of experience, as have a sufficient knowledge of the subject-matter of music. The Lowell Normal School undertakes to supply candidates for vacancies which may occur in the field of music supervision.

Candidates interested in this course should refer to pages 30 to 37 for a fuller statement.

Other Special Courses.

Students who have exceptional qualifications may register for a year's work in special subjects. Such a student cannot be regarded as eligible for a diploma, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department of Education. The candidates interested in these special courses should communicate with the principal, as special arrangements must be made to suit individual needs.

Facilities for Practice Teaching.

The Lowell Normal School is especially fortunate in its facilities for student practice teaching. These include two rural two-room schools in Tewksbury, the Lexington Avenue School in the suburbs of Lowell, and the Bartlett and Morey schools in the city.

On account of these unusual facilities the students in the Lowell Normal School have opportunity for observation, participation and practice in teaching during both the junior and senior years. This work is done under the skilled supervision of critic teachers, and the number of available rooms is sufficient to provide each student with all necessary individual attention.

The Course of Study.

The course of study includes all the subjects commonly considered essential for preparation for teaching. It covers two years of resident work, twelve weeks of which in the senior year are spent in actual practice in various schoolrooms, each student having opportunity to try out different grades.

Especial attention is given to English throughout the course. There are classes in oral and written composition, oral expression, reading and literature, with the emphasis upon children's literature. Eight such courses give a comprehensive view of the whole subject of English in its relations to teaching. These courses are supplemented by two courses in library instruction and two courses in penmanship.

Such fundamental content subjects as arithmetic, geography, history and civics receive a great deal of attention, having various special courses in which the students learn the essential facts as to content and methods of teaching.

In practical arts and practical science there is a year of drawing, with special reference to methods of teaching in the lower grades, and another year of practical arts, with special reference to projects that can be carried out in the elementary schools.

A course in nature study and school gardening gives the prospective teacher a general knowledge of the facts and principles of these important subjects, together with considerable practical experience in growing flowers and other plants.

The course in physical education covers in a comprehensive way the subjects of hygiene, gymnastics, sanitation and school playgrounds, with special reference to the professional development of each student and her preparation to become an efficient participant in the supervised play of children.

A thorough course in music and the appreciation of music is given to all the students in the Lowell Normal School. This course runs through the entire two years and covers fully the subject-matter and the methods of teaching music in the grades. Opportunities are offered for the students to put into practice what they learn with the children in the practice schools, and a large collection of phonograph records is used

to illustrate the history of music and the application of the subject to modern school methods.

From the time the student enters the junior year until she has been graduated there is continuous study of some phase of professional work in education. This is constantly emphasized in all of the subjects taught, as well as in the special courses in educational psychology, professional ethics and history of education. All of the discussions are based upon schoolroom problems observed by the students in the practice schools.

The Social Life of the School.

Although the Lowell Normal School has at present no dormitory, there is a happy and successful social side to the student activities which means much in the development of the students. Such activities are centered in the class organizations, and, even more, in the student association called "The School and Society League." Through this league the school is governed and a great many social activities are fostered. These activities include frequent informal afternoon socials as well as several guest socials in the evening during the year. In all activities of the school not only are the students cultivating the desirable habits and attitudes of self-control, courtesy, responsibility, initiative and teamwork, but they are coming to realize that the finest citizens in a democracy serve their fellows.

Every student at the Lowell Normal School has an opportunity to live richly and fully the democratic life. It is hoped that this experience will carry over into the prospective teacher's own school, and that she will give her pupils the same opportunity to develop those qualities of good citizenship which we need in our American democracy.

Student Clubs.

As a part of the regular work of the school, there are many informal student activities grouped around the club idea. In addition to the large Glee Club, Dramatic Club, and Music Club, which are the outgrowth of the regular classroom work and continue throughout the year, there are many other clubs

which are more or less seasonal. From September until November and from April until June outdoor activities of many different kinds occupy the attention of the students. Among the clubs which are then in operation are found the following: archery, basketball, clock golf, quoits, tennis, kick baseball, and volley ball. During the remainder of the year the club activities center around various phases of the school work, as may be seen from the following titles of clubs now in operation: art, blackboard drawing, civics, project, reading, and story telling.

Membership in all of these clubs is voluntary, although each student is expected to belong to some one club all of the time.

Lectures and Concerts.

A regular feature of the work of the school is found in various series of lectures which are given once a week in the Assembly Hall. Most of these lectures are arranged in regular courses that center around some central idea of importance in education. During the year 1922 the following courses have been given: —

Progressive Movements in Education.

"The New Day in Education"	Burr F. Jones.
"The Practical Use of Standard Tests"	Adelbert L. Safford.
"Music Memory Achievement Courses"	Inez Field Damon.
"The Work of an Educational Effciency Expert"	Dr. Colin A. Scott.
"The Opportunity School"	Fannie C. Whittemore.
"The Function of the Continuation School"	Robert O. Small.
"The Significance of Art Education in the Schools"	Royal B. Farnum.
"Corrective Work for Physical Defects in School Children"	Mary M. Callahan.
"Summer Programs for School Children in the South"	John L. Randall.
"The Place of Physical Education in the Modern School"	Carl L. Schrader.

Fundamental Concepts in Present-day Education.

"Historic Backgrounds in Art"	Royal B. Farnum.
"Rhythm in Graphic Expression"	H. C. Spencer.
"Dynamic Symmetry in Nature"	Edwin A. Hoadley.
"The Objectives of the Curriculum"	Harvey S. Gruver.

"Salvaging the Subnormal Child."
I. The Physically Deficient . . . . Dr. Francis A. Finnegan.
II. The Mentally Deficient . . . . Dr. Walter E. Fernald.
"Dynamics of Personality" . . . . Adelbert L. Safford.

In addition to the lectures, many musical entertainments are provided each year. These center around the courses in music, and usually include productions by well-known artists from outside the school.

Living Accommodations.

The Lowell Normal School has no dormitory, but a list of rooms and boarding places is kept on file at the school. Students who wish to work their way through school may find opportunities to earn enough money to help pay their living expenses. A midday luncheon is served at the school on days when school is in session.

The Placement Bureau.

The great majority of the graduates secure their teaching positions through the school office. As accurate a follow-up record as it is possible to obtain is kept, with the idea of recommending graduates for more advanced positions when superintendents apply for teachers. During the past year many more calls were received than the school was able to fill. Graduates who show promise can rely on being selected from time to time for increasingly remunerative positions.

In General.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of $25 for each half year.

State aid, to a limited extent, may be granted to deserving resident students after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents to investigate its

methods, attend classes or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

CURRICULUM.

Course for Elementary School Teachers.

Designed primarily for students preparing to teach in the first six grades of elementary schools, and rural schools of all grades.

A period is forty-five minutes in length.

Name and Number of Course.	Number of Weeks.	Periods Weekly.
First Year.		
English 1	19	2
English 3	24	2
Reading 1	38	2
Penmanship 1	38	2
English 5, Literature	19	2
Library Instruction 1	38	1
Arithmetic 1	19	3
Geography 1	19	3
Physical Education 1	38	3
Physical Education 3	38	2
History and Citizenship 1	38	3
Drawing 1	38	3
Practical Science 1	38	4
Music 1	38	4
Education 1	12	5
Education 5	19	1
Second Year.		
English 2	13	4
English 4	26	2
Reading 2	13	2
Social Science 3	13	2
English 6, Literature	13	4

Course for Elementary School Teachers — Con.

Name and Number of Course.	Number of Weeks.	Periods Weekly.
Library Instruction 2	26	1
Arithmetic 2	9	3
Geography 2	17	3
Physical Education 2	26	4
History and Citizenship 2	13	4
Practical Arts 1	26	3
Practical Science 2	26	2
Music 2	26	4
Education 3	26	2
Education 4	13	3
Education 2, Practice Teaching	12	30
Education 6	12	1
Education 7	6	2.

COURSE OF STUDY.

ARITHMETIC.

The aim of the arithmetic courses is to provide students with such knowledge of arithmetic that they may be prepared for teaching arithmetic in the elementary schools.

Arithmetic 1. Introductory Course. Miss Clark.
First Year. Nineteen weeks, three periods weekly.

Content. — Counting, reading and writing numbers; number combinations; the fundamental process; United States money and measurements; methods of application and motivation of number, and special difficulties to overcome. The use of standard tests.

Arithmetic 2. Advanced Course. Miss Clark.
Second Year. Nine weeks, three periods weekly.

Content. — Methods of developing common and decimal fractions and percentage.

DRAWING.

Drawing 1. General Course. Miss Chute.
First Year. Thirty-eight weeks, three periods weekly.

Aims. — To acquaint normal school students with the subject-matter considered in drawing in the first six grades; to find the best methods of presenting the same; to draw on the blackboard and on paper with freedom and with skill.

Content. — Color: Color theory illustrated by the making of scales; color harmony illustrated by the application of scales, by nature, by commercial objects and by the application to all students work where color may occur. Design: Lettering, spacing and arrangement, plans and patterns, also decorative designs based on natural forms. Representation: Drawing objects from nature, such as leaves, flowers, fruits, trees, figure drawing, including action and story illustration; common objects for form and proportion, in two dimensions, such as houses, cars, house furnishings and similar familiar things.

EDUCATION.

Education 1. Observation and Participation. Miss Peters.
First Year. Eight weeks, five periods weekly.

Aim. — To give the student some experience in teaching, and proper attitudes toward teaching, as well as a broad viewpoint in education.

Content. — Fundamentals of child psychology through observation of children both out of school and in school, supplemented by reading; acquaintance with the teaching process through observation lessons followed by class discussions and participation in the first six grades.

Education 2. Practice Teaching. Miss Ramsay.
Second Year. Twelve weeks, thirty periods weekly.

Aim. — The aim of this course is to give students experience in managing and teaching children in the elementary schools, both rural and graded, under the guidance, but not necessarily in the presence, of skilled teachers, that the students may acquire efficiency in teaching and classroom management.

Content. — The content of this course includes: practice in the technique of classroom procedure; a series of class conferences in which the students have opportunity of discussing and studying school conditions and activities in relation to child development and general pedagogy; a series of demonstration lessons given by critic teachers for the students' observation, special attention being paid to the important types of lessons and methods of teaching; a series of library conferences in which current topics in the field of educational administration, theory and practice are read and discussed.

Education 3. Educational Psychology. Miss Peters.
Second Year. Twenty-six weeks, two periods weekly.

Aim. — To enable the students to gain a working knowledge of educational psychology.

Content. — Application of fundamental principles of educational psychology to the methods of teaching, particularly project method and socialization; current topics in the field of education, with a view to discovering the psychological facts and principles of education underlying them.

Education 4. History of Education. Miss Peters.
Second Year. Thirteen weeks, three periods weekly.

Aim. — To acquaint the student with the history of education, especially that which has influenced our present-day theory and practice.

Content. — Aims and principles of modern education, together with current problems in education, with a view to discovering their historical background and arousing an active interest in their solution. This acquaints the students with much that is important in the history of education. A summary of this work should leave a more or less logically organized body of knowledge of the history of education.

Education 5. Professional Ethics. Miss Cheney.
First Year. Nineteen weeks, one period weekly.

Aims. — To stimulate students consciously and purposefully to establish such habits and ideals of conduct as will develop character and personality; to prepare students for the education of children in right living; to equip these future teachers with a knowledge of the standard of their profession, in order that they may live up to what is expected of them by other members of the profession and by the communities in which they teach.

Content. — Problems of student conduct; development of the student's personality; preparation for educating children in right living; problems of the teacher as a member of the profession.

Education 6. Classroom Management. Miss Ramsay.
Second Year. Twelve weeks, one period weekly.

Aim. — To establish habits of efficiency in using schemes and devices in the routine of class control and classroom management.

Content. — The economic principles underlying classroom management in respect to discipline, housekeeping, saving of time and materials; program making.

Education 7. School Administration. Mr. Riley.
Second Year. Six weeks, two periods weekly.

Aim. — To give prospective teachers a working knowledge of their future relations to superintendents, school committees, state departments, and the public.

Content. — The laws of Massachusetts in relation to education; the regulations of state departments; professional ethics in relation to school administration.

ENGLISH.

The courses in English have both cultural and professional value. In order to reach a necessary standard of scholarship students must appreciate good English and desire to speak and write it; they must know the principles governing composition and acquire the habit of applying them. They also must acquire clear ideals of all elementary stages of training children in English expression.

English 1. Oral and Written Composition. Introductory Course. Miss Lovell.
First Year. Nineteen weeks, two periods weekly.

Aims. — To train students to express themselves effectively, with spontaneity, correctness and force; to equip students with a knowledge of the

definite aims and methods which aid in promoting steady growth in oral and written expression for the first six grades.

Content. — Application of the principles of composition, clearness, correctness and force in original work. A rapid survey of material on the teaching of English. A study of the problems and methods of teaching English in Grades I to VI, such as: development of oral work in Grades I to III; the use of reproduction in the lower grades; how oral work may be developed into written work; the use of the picture in oral and written work; methods used in the teaching of spelling. An examination of language books for the purpose of finding material on problems of oral and written work. Application of the project method to the study of English.

English 2. Oral and Written Composition. Advanced Course. Miss Lovell.

Second Year. Thirteen weeks, four periods weekly.

Aims. — (1) To equip students with a knowledge of the definite aims and methods which aid in promoting a steady growth in oral and written expression. (2) To lead them to prepare type lessons and test them; gradually to take the initiative in suggesting and discussing subject-matter, aims and methods.

Content. — Methods of teaching letter writing; original games for testing knowledge of letter forms; how to improve oral and written work in higher grades; plans for developing varied beginnings and endings to stories, for improving sentence structure, for making better titles and choosing more worth-while subjects, for using a better choice of words.

English 3. Oral Expression. Miss Hogan.

First Year. Twenty-four weeks. First term, one period; second term, two periods, weekly.

Aims. — To develop a good speaking voice; to acquire the ability to express ideas interestingly, clearly and accurately; to gain a method for teaching oral expression in the grades.

Content. — This course includes speech correction and improvement exercises; vocal drills; oral recitations and discussions on given subjects; the beginning of story telling and dramatization.

English 4. Story Telling and Dramatization. Miss Hogan.

Second Year. Twenty-six weeks, two periods weekly.

Aims. — To develop the ability to tell stories effectively and to teach pupils how to dramatize simple stories.

Content. — The technique of story telling and of effective methods of school dramatization.

English 5. Children's Literature. Miss Lovell.

First Year. Nineteen weeks, two periods weekly.

Aims. — To acquaint students with literature suitable to children in Grades I to VI; to teach students how to select and present this to the children in these grades.

Content. — Sources of material: picture books; collections of stories to be read to children; stories for children to read. Kinds of material: folklore, fables and fairy tales; lyrics; animal stories; stories of child life.

English 6. Children's Literature. Miss Lovell.
Second Year. Thirteen weeks, four periods weekly.

Aims. — To acquaint students with the literature fitted for older boys and girls, and to give them some knowledge of the best in current magazines and modern literature.

Content. — The books of value to children; criteria for judging the literature for children; methods of awakening interest; the making of book lists; the reading of modern fairy tales; epics; stories of adventure; child life and school life; nature stories, story poems and lyrics.

GEOGRAPHY.

Geography 1. Introductory Course. Miss Clark.
First Year. Nineteen weeks, three periods weekly.

Aim. — To give the students a practical knowledge of geography, the principles underlying it, and the best methods of teaching the subject to children.

Content. — Observational geography: People and their activities; natural objects and phenomena. Map interpretation. Geographical influences: The continents, land forms, oceans, inland waters, climate, soil, minerals, plants, animals. Study of a continent, country or physiographic region. Methods and plans for presenting the work to children.

Geography 2. Advanced Course. Miss Clark.
Second Year. Seventeen weeks, three periods weekly.

Content. — Geographical influences: How man's life is influenced by the earth's form and motions, industry and trade.

SOCIAL SCIENCE.

Social Science 1. American History. Miss Cheney.
First Year. Thirty-eight weeks, three periods weekly.

Aim. — To prepare students directly for an intelligent, loyal and useful citizenship in our American democracy. The study of history and social science must develop in these future teachers — and through them, in their pupils — those points of view, interests, habits, powers and ideals which are vital to the success of our nation.

Content. — Part I. General preparation for teaching history: individual research, clear thinking, careful judging, accurate and concise expression; important conditions and problems of the present day; ideals of American citizenship and principles upon which American institutions are based; interpretation of the great periods of national development; great movements in the development of world civilization; reasons for teaching history in elementary schools: division of subject-matter in the grades; general principles in teaching history.

Part II. Special preparation for teaching history in Grades I to VI: a study of the specific aims, subject-matter, methods and materials connected with the history projects assigned to these grades in the State manual; observation of teaching and practice in teaching history in these grades.

Social Science 2. Education in Citizenship. Miss Cheney.
Second Year. Thirteen weeks, four periods weekly.

Content. — Part I. Preparation in citizenship: aims in teaching citizenship to normal school students; a study of the principles, ideals and problems of American democracy based on the project method; student participation in the government of the normal school and in school and community projects; a study of citizenship standards, tests and ratings for normal students.

Part II. Preparation for teaching citizenship: a study of the aims, principles and objectives in educating children to useful citizenship in a democracy; civic projects in Grades I to VI; civic projects in rural schools; pupil co-operation in the management of the school and in school and community activities; use of citizenship standards and ratings with pupils; civic materials and bibliography; observation of teaching and practice in teaching citizenship in these grades.

Social Science 3. Types of Industry and Occupation. Miss ——.
Second Year. Twelve weeks, two periods weekly.

Aim. — To give the prospective teacher a broad outlook upon human occupations, that she may have a sympathetic attitude toward various types of industry.

Content. — Types of industry; the special service which each performs; the advantages and disadvantages of the workers in each.

LIBRARY INSTRUCTION.

Library 1. Miss ——.
First Year. Thirty-eight weeks, one period weekly.

Aim. — To give to the future teacher a broad culture gained through a knowledge and use of books and libraries.

Content. — Library tools, parts of books, care of books, magazines, reference books, periodical indexes.

Library 2. Miss ——.
Second Year. Twenty-six weeks, one period weekly.

Aims. — To acquire skill in the selection of classroom libraries; a better knowledge of professional magazines and library lessons that may be taught in the grades; and a right spirit of co-operation with public libraries.

Content. — Working with the English department, classroom library lists are made up for different grades; working with the practice department, articles in professional magazines are reviewed for students in the practice section, and library lessons are outlined for the grades; working with the public libraries, students are encouraged to know and use resources there and to introduce children to the wealth of material found there.

MUSIC.

Music 1. Introductory Course. Miss Damon.

First Year. Thirty-eight weeks, two class periods, one chorus period and one period of music appreciation weekly.

Aims. — To establish individual ability to sing a simple song with good quality, pitch, phrasing and enunciation, and to read at sight music of a moderate degree of difficulty; to become familiar with the music subject-matter taught in all grades; to acquire a knowledge of standard music classics in order to present to children a simple course in music appreciation, and to know how to use talking machine records for rhythmic purposes and in correlation with other subjects.

Content. — Individual song singing and sight singing; ear training for development of tonal and rhythmic thinking; two and three part singing; time types; chromatic tones; word reading; listening to and analyzing good music compositions.

Music 2. Advanced Course. Miss Damon.

Second Year. Twenty-six weeks, two class periods, one chorus period and one period of music appreciation weekly.

Aims. — To increase individual ability in song singing and sight singing; to give students experience in practical application of teaching methods, including the project method, to subject-matter taught in grades, these methods to be adapted to any set of books; to give experience in the use of talking machine records for "listening lessons," for free and prescribed rhythmic response, and for correlation with geography, oral and written English, history and literature.

Content. — One, two and three part songs of increasing difficulty for individual and class singing; study of the child-voice and its tonal possibilities; methods of curing so-called monotones; observation and teaching of music subjects taught in various grades; at least one music project worked out in class, as student is later to develop it with children; use of various types of music compositions to develop in the children various rhythmic and emotional reactions, and ability to recognize themes and to analyze simple forms. The little children "learn to listen," the older ones "listen to learn."

PENMANSHIP.

Penmanship 1. Introductory Course. Mr. Riley.

First Year. Thirty-eight weeks, two periods weekly.

Aims. — To develop skill through correct repetition leading to right habit formation that secures correct posture, correct form and the ability to use arm movement effectively; to lead the student to study, think and visualize good writing.

Content. — Correct writing posture; correct holding of pencil and pen; correct arm movement with either right or left hand; usable speed; how to teach letters, words, sentences, paragraphs and figures.

Penmanship 2. Advanced Course. Mr. Riley.
Second Year. Six weeks, two periods weekly.

Aims. — To teach the best methods of teaching penmanship in the grades; to show the relation of writing to other subjects.

Content. — Methods of presenting writing lessons, with observation and practice in presenting such lessons. Gradation of writing from simple to complex; adaptation to growth periods of children; judging, grading, rating or classifying of writing exercises; the use of standard tests.

PHYSICAL EDUCATION.

Physical Education 1. Physical Training. Introductory Course. Miss Bailey.
First Year. Thirty-eight weeks, three periods weekly.

Aims. — To develop correct posture and physical health, strength and endurance in the student; to acquire, through experience, knowledge and skill in relation to the activities used in the schools in physical training.

Content. — Proper carriage and use of the body; correction of faulty posture; project studies of school gymnastics, dances, games and story and rhythmic plays.

Physical Education 2. Physical Training. Advanced Course. Miss Bailey.
Second Year. Twenty-six weeks, four periods weekly.

Aims. — To teach the place of physical education in the schools and the adaptation of the various activities to the first six grades.

Content. — The theory of play; the relation of games, dances, plays and other physical exercises to the stages of development of children, with lists for each of the first six grades; the equipment of playgrounds and the organization of their activities; the relation of playground supervisors to the civil service and the preparation for State examinations.

Physical Education 3. Hygiene. Miss Hogan.
First Year. Thirty-eight weeks. First term, two periods, second term, one period, weekly.

Aims. — To teach the proper care of the body and to put the knowledge acquired into immediate and continuous practice; to acquire a method for teaching and demanding good habits of health from the children; to consider the physical welfare of the child as it is affected by his school and home environment.

Content. — Development of habits and practices which make for physical efficiency such as personal cleanliness and proper diet; the proper lighting, heating, ventilation and furniture of the schoolroom; the drainage and water supply of the school building; communicable diseases and conditions of childhood, their symptoms and contagion.

PRACTICAL ARTS.

Practical Arts 1. General Course. Miss Chute.
Second Year. Twenty-six weeks, three periods weekly.

Aim. — To acquaint normal school students with definite art projects that can be carried out in the first six grades without special equipment; to continue drawing from the first year for greater skill and freedom; to acquaint the students with the satisfactory appearance of a schoolroom and of a teacher.

Content. — Paper and cardboard construction, elementary bookbinding, sewing and basketry; representation of objects in three dimensions, with blackboard drawing; art appreciation as exemplified in the schoolroom, the teacher's dress, the home furnishings, and in picture study.

PRACTICAL SCIENCE.

Practical Science 1. Nature Study and School Gardening. Mr. Hoadley.
First Year. Thirty-eight weeks, four periods weekly.

Aims. — To interest students in plant and animal life; to have them know and recognize the common plants and animals; and to prepare them to teach nature study and school gardening in the elementary schools.

Content. — Trees, wild flowers, birds, insects and other animals; cultivated flowers, fruits and vegetables; plant structure and life; gardening processes indoors and out.

Practical Science 2. The Science of Everyday Life. Mr. Hoadley.
Second Year. Twenty-six weeks, two periods weekly.

Aim. — To acquaint the student with the scientific principles involved in the common machines and appliances of everyday life.

Content. — The home: the water supply, heating, lighting and electrical appliances. Modern means of communication and transportation.

READING.

The general aim of the courses in reading is to prepare students to teach reading by those methods which secure the desired results in as short a time as is consistent with the formation of permanently valuable habits of using printed literature. This involves a study of the pedagogical principles underlying the teaching of reading; of the common basis of modern methods and the devices used in these methods; and of the habits which are essential in connection with acquiring power in reading, and the ways of forming these habits.

Reading 1. Reading in Primary Grades. Mr. Riley.
First Year. Thirty-eight weeks, two periods weekly.

Content. — Principles involved in learning to read; basal stories, rhymes, dramatization, pictures, games, word families; types of oral and silent reading;

selection of material; grouping of pupils for reading projects; methods of fixing good habits in reading; use of phonetics and relation to the teaching of reading.

Reading 2. Reading in Intermediate Grades. Mr. Riley.
Second Year. Six weeks, two periods weekly.

Content. — Types of lessons in oral and in silent reading involving the acquisition of new experiences, and the desire to share them with others, setting up habits of permanent value in relation to the increase of the vocabulary, the use of books, and correct reading method. Motivated reading lessons and reading projects involving different types of oral and of silent reading lessons; setting up habits of permanent value in relation to extensive and intensive reading; reading material. The use of simple measurements of rate and of comprehension in reading.

COURSE FOR MUSIC SUPERVISORS.

The State Normal School at Lowell conducts a postgraduate course for the training of music supervisors. The course is planned to meet the needs of the increasingly important place which music is taking in the field of education.

The superior training facilities of the Lowell Normal School make possible an unexcelled opportunity for preparation for music leadership.

The full course can be completed in one year or more according to the ability, preparation and experience of the student.

In connection with the work in music, students who are preparing for music supervision may be required to take certain other subjects which are necessary to the equipment of a successful teacher of music in the public schools, such as psychology, history of education, methods of teaching and poems for children.

The course for supervisors of music includes the following:—

Subject-Matter.

Intervals; scales, major and minor; chromatic tones and the characters used to represent them; time, rhythmic groups and measure formation; Italian terms for expression and tempo; musical form; writing of melodies; sight singing; study of the child-voice, its character, needs and possibilities.

Public School Music Methods.

Function of public school music and aim in teaching it; principles of pedagogy as applied to the teaching of music; courses of study for grades and high school.

Music Appreciation.

COURSE 1. — Various music forms will be studied (through the use of piano, voice and talking machine) with explanatory data of biography and history, according to the following outline: —

1. Folk music.
2. Classic school from Bach to Beethoven.
3. Romantic school from Beethoven to Brahms.
4. Modern music.

COURSE 2. — The use of music in education. Free rhythmic response, prescribed rhythmic response, listening lessons, correlation of music with oral and written English, geography, history and literature.

Observation and Practice Teaching.

A demonstration of student's working knowledge of the foregoing; ability to inspire and conduct a class.

Choruses, School Orchestras and Glee Clubs.

Their organization, material and conducting.

Violin and Piano Classes.

Plans for their organization and administration; methods of teaching.

Concerts by and for Children.

Their value and administration.

High School Credits for the Study of Music under Private Instruction.

Comparative study of working plans for the granting of such credits.

Lectures and Discussions concerning Various Phases of Public School Music.

1. The Ideals of the Music Supervisor.
2. Relation of Music Supervisor to Children.
3. Relation of Music Supervisor to Teachers.
4. Relation of Music Supervisor to Educational System.
5. Relation of Music Supervisor to Local Musicians.
6. Relation of Music Supervisor to Community.

Supplementary Work in Voice, Piano and Harmony.

As may be prescribed by the music director.

Special Courses for the Training of Departmental Teachers of Music.

Normal or college graduates, or grade teachers of experience who may wish to prepare for the departmental teaching of music may supplement their training and experience with courses chosen from those offered in the supervisors' course, such courses to be selected upon consultation with the music director.

State Diploma.

Upon their completion of the course for supervisors and departmental teachers of music, students will receive a diploma from the State Department of Education, stating that they have completed the required training and are duly qualified to teach in their respective fields.

Curriculum.

COURSE FOR MUSIC SUPERVISORS.

NAME AND NUMBER OF COURSES.	Number of Weeks.	Periods Weekly.
First Year.		
English I	19	2
English III	24	2
Reading I	38	2
Penmanship I	38	2
English V, Literature	19	2
Practical Science	38	4
Physical Education I	38	3
Physical Education III	38	2
History and Citizenship I	38	3
Drawing I	38	3
Music I	38	4
Education I	12	5
Education V	19	1
Applied Music	38	3
Second Year.		
English II	13	4
English IV	26	2
Reading II	26	1
Penmanship II	26	1
English VI, Literature	13	4
Physical Education II	26	4
History and Citizenship II	13	4
Practical Science II	26	2
Music II	26	4
Education III	26	2
Education IV	13	3

COURSE FOR MUSIC SUPERVISORS — *Con.*

NAME AND NUMBER OF COURSES.	Number of Weeks.	Periods Weekly.
Education II, Practice Teaching	12	30
Education VI	12	1
Arithmetic and Geography or Applied Music	38	6
Third Year.		
Public School Music	38	5
Glee Club and Orchestra (conducting and orchestration)	38	2
Music History and Appreciation	38	3
Harmony	38	1
Form and Analysis	38	1
Practice Teaching I	24	5
Practice Teaching II	19	2
Arithmetic and Geography or Applied Music	38	6

Practice Teaching I consists of consecutive lessons taught from the grade teacher's standpoint. Practice Teaching II consists of periodic lessons taught from the supervisor's standpoint. Applied Music consists of the study of piano, organ, voice, harmony, or any instrument of the symphony orchestra outside of school hours.

Living Conditions.

While the Lowell Normal School has no dormitory as yet, the school aids in placing the out-of-town students in favorable and pleasant environment.

Tuition and Textbooks.

As this is a State school no tuition is charged to residents of the State. Residents of other States pay the tuition of $50 a year required by all Massachusetts Normal Schools. The school library as well as the city library contains many books on music.

Course of Study.

The course of study followed in preparation and teaching is that compiled by the educational council of the National Conference of Music Supervisors. This course of study is

supplemented by a more detailed one arranged by the director of music of the Lowell School.

Practice Schools.

Exceptional advantages are derived from the course offered for supervisors of music in the public schools. One of the most important of these is the splendid opportunity afforded each student to first observe, and later carry out, all theories and methods taught at the Normal School. This observation and teaching is done in the various practice schools, the largest of which is the Bartlett School. Here the prospective supervisor is able to exercise her knowledge, develop her personality and display her ability by working with elementary grades and junior high. Two days a week are devoted to practice teaching, each day's work being followed by constructive criticism.

Student Musicales.

Student musicales are held from time to time during the year, in which each student is given an opportunity to participate. These entertainments are of educational value both to the audience and to the students furnishing the program.

Music Appreciation.

There are two courses in music appreciation, or use of music in education. One is devoted to the special music students, the other to both special and regular students. These courses for elementary and high schools are taken up not only from the supervisor's standpoint, but also from that of the grade teacher. These are given in exactly the same form in which the supervisor would present the subject to the teacher, and the teacher to the child. One period a week is devoted to each.

Musical Organizations.

The Normal School has three musical organizations, — the Glee Club, the Orchestra and the Banjo-mandolin Club.

The Glee Club comprises chosen voices from the student body, together with the music students. An opportunity is

thus given to the prospective supervisor for coming into intimate contact with the organization and conducting of a glee club. The Glee Club meets once every week for a period of forty minutes, with additional practice time for concerts and entertainments.

The school Orchestra affords an opportunity for the girls in the supervisors' course to study orchestration and put into practice their knowledge of orchestra leadership. To be able to conduct an orchestra correctly is no mean attainment, and the future supervisor who can do this should have no hesitancy in later beginning and carrying on an orchestra in her own schools.

The Banjo-mandolin Club is simply for amusement and pleasure and informal entertainments. Each spring a concert of these organizations, assisted by professional soloists, is held, when some standard work is given.

Chorus Conducting.

The members of the music supervisors' class are given frequent opportunity to lead the entire student body in community singing. This is of great value to them in preparing them for the work which they are later to do in their own communities. It gives the conductor experience in music leadership and insures greater confidence in her own ability.

Other Subjects.

In connection with the supervisors' course in music, two supplementary subjects are required, — oral English and psychology. The English class meets one hour a week, and it is the aim of the course to inspire confidence and do away with self-consciousness in the future supervisor. To be able to talk before a group of people and express ideas clearly is a professional asset.

Two periods a week are given to the subject of psychology. This includes the psychological phases of child development, also the problem project method as applied to music.

Advantages.

Lowell, with her magnificent new Memorial Auditorium, — a memorial to those who gave their lives in the World War and other wars, — offers unexcelled opportunities for the hearing of the best music. During the current year, in addition to numerous lesser musical attractions, Galli Curci, Farrar, Kreisler, Paderewski and Rachmaninoff have appeared in concert in this auditorium.

The music director at the Normal School is chairman of the community service music committee. This gives opportunity to bring the special music students in direct contact with community work.

The nearness of Lowell to Boston enables the students to keep in touch with important musical events in Boston.

A Typical Program of a Member of the Music Supervisors' Class for One Week.

Monday.

Period 1. Chorus practice, entire school.
Period 2. Oral English.
Period 3. Discussion of music project plans for practice teaching.
Period 4. Observation of normal senior music class. Subject, "Music Teaching Methods."
Periods 5, 6, 7. Observation and practice teaching at Bartlett School.

Tuesday.

Period 1. Observation of normal junior music class. Subject, "Common and Compound Time." Class taught by member of music supervisors' class.
Period 2. Constructive criticism of practice teaching of previous day. Music project continued.
Period 3. Music appreciation.
Period 4. Psychology.
Periods 5, 6, 7. Preparation for music project. Normal School orchestra. Orchestra directed by members of music supervisors' class. Compositions played are orchestrated by members of this class.

Wednesday.

Period 1. Music appreciation.
Periods 2, 3, 4, 5, 6. Practice teaching in Bartlett School.
Period 7. Observation and conducting of elementary school orchestra.

Thursday.

Period 1. Psychology.
Periods 2, 3. Music project.
Period 4. Practice in chorus conducting.
Period 5. Observation of normal senior music class. Subject, "Music Teaching Methods."
Period 6. Chorus conducting.
Period 7. Members of music supervisors' class teach classes of normal students requiring special help.

Friday.

Period 5. Glee Club.

Placement Bureau.

The State Normal School maintains a Placement Bureau, through which a great majority of its graduates secure their teaching positions. The services of this Bureau are always at the disposal of the graduates of the school.

These music courses are in charge of Inez Field Damon, Director of Music. Further information may be obtained by addressing the Principal, State Normal School, Lowell, Mass.

Students.

Course for Music Supervisors.

Schroeder, Florence Harris	Brookline
Swett, Doris Evelyn	Andover, N. H.
Waterhouse, Alberta F.	Wakefield.

Three-year Course.

Graduating in 1923.

Bowles, Hazel Rachel	Winchester
Eagan, Gertrude Louise	Lowell
Eaton, Lavonia	Lexington
Hargrove, Florence	Lexington
Huby, Eva Mary	Lawrence
Knight, Margueritta May	Lawrence
Morton, Annie	Lawrence
Mulligan, Anna Synicious	Lowell
Noonan, Mary Louise	Lawrence
O'Hare, Rosabel Gardon	Lowell
Putnam, Gladys Vera	Lowell
Reynolds, Marie Frances	Lowell

Two-year Course.

Seniors.

Allen, Madeleine Marie	Lawrence
Arrell, Lillian Grace	Winchester
Arrell, Marion Bernice	Winchester
Bagshaw, Helen May	Lowell
Bake, Florence Ethel	Methuen
Barrett, Helen Mary	Lowell
Berntson, Edith Marie	Lowell
Bowers, Gwendolyn Florence	Lawrence
Brennan, Emma Louise	Lowell
Brenner, Mildred Bernardine	Cambridge
Bresnahan, Anna Isabel	Lawrence

Brown, Margaret Wales	New Bedford
Burns, Helen Marie	Cambridge
Campbell, Katherine Bradley	Haverhill
Carter, Arlene Elizabeth	Woburn
Collins, Rita Mary	Lawrence
Connolly, Sarah Anne	Lowell
Curry, Anna Bernadette	Cambridge
Danahy, Madeleine Mary	Lawrence
Davis, Martina Ernestine	Lowell
Devine, Mary Beatrice	Lowell
Doran, Estelle Catherine	Lowell
Farrell, Agnes Eileen	Lowell
Finnegan, Grace Loretta	Billerica
Fitzgerald, Katherine Mary	Somerville
Garrity, Mary Isabelle	Lowell
Garvey, Marion Margaret	Lowell
Graham, Dorothy Frances	Woburn
Hannigan, Mary Patricia	Exeter, N. H.
Hart, Kathleen Frances	Andover
Hennessey, Margaret Patricia	Lawrence
Henry, Margaret Catherine	Cambridge
Hession, Helen Gertrude	Somerville
Hill, Dorothy Baker	Lowell
Hobson, Violet Victorine	Lowell
Hyde, Evelyn Gertrude	Lowell
Johnson, Marguerite Ellen	Lowell
Kelleher, Mary Agnes	Lowell
Lawn, Beatrice Gertrude	Woburn
Lawrence, Edna May	Andover
Leary, Mary Rita	Andover
Leddy, Edna Julia	Cambridge
Levis, Catherine Helene	Haverhill
Lynch, Beatrice Christine	Lowell
Lyons, Sarah Frances	Lowell
McEvoy, Ellen Emiliana	Lowell
McGowan, Sarah Mary	Winchester
Madigan, Elaine Frances	Haverhill
Marchacos, Clara	Lowell
Mullen, Mary Ellen	Cambridge
Murphy, Helen Gertrude	Watertown
Murray, Mildred Josephine	Cambridge
O'Connor, Louise	Lawrence
O'Dowd, Mary Theresa	Andover

O'Neil, Josephine Miriam	Melrose
O'Sullivan, Margaret Mary	Lowell
Porteck, Rose	Lowell
Powell, Helen Agnes	Haverhill
Provost, Gertrude	Graniteville
Reardon, Marguerite	Lawrence
Regan, Julia Anna	Lawrence
Richards, Ruth Stevenson	Lawrence
Riley, Alice Mary	Lowell
Robinton, Grace Marion	Lawrence
Roche, Elizabeth Barbara	Lawrence
Salice, Lillian	Winchester
Sargent, Virginia Esther	Lowell
Savage, Mary Catherine	Lowell
Schatz, Dorothy Anna	Methuen
Shea, Anastasia Josephine	Woburn
Sheridan, Mary Elizabeth	Lowell
Shumway, Doris	Sudbury
Smith, Marion Elizabeth	Chelmsford
Spencer, Ruby Chandler	Lowell
Stack, Margaret Rita	Andover
Sullivan, Catherine Agnes	Lowell
Sullivan, Eleanor Virginia	Lawrence
Weed, Margaret Aber	Lowell
Whelton, Ruth Margaret	Lowell
Whitaker, Hazel Bancroft	Tyngsborough

Juniors.

Angier, Pauline Leone	Lowell
Bacigalupo, Elena Rita	Cambridge
Baker, Helen Elizabeth	Greenfield
Bartlett, Czarina Varnum	Lowell
Borjeson, Greta Constance	Cambridge
Brennan, Rose Mary	Lowell
Bresnahan, Edith Clare	Lawrence
Brophy, Lucile Gladys	Lowell
Burke, Mary Ellen	Lawrence
Burns, Irene Rose	Lowell
Carey, Alice Gertrude	Lowell
Carlson, Esther Sophia	Petersham
Carmichael Elinor Gabrielle	Lowell
Casey, Eleanor Brown	Somerville

Cassidy, Eugenia Loyola	Lawrence
Corbett, Sarah Margaret	Lawrence
Cronin, Mary Marguerite	Lawrence
Donohue, Mary Louise	Lawrence
Drummond, Mae Agnes	Lawrence
Drummond, Mona Elizabeth	Lawrence
Dugdale, Gladys Flora	Lowell
Elliott, Dorothy	Winchester
Fahy, Anne Barbara	Waltham
Fahy, Esther Jane	Waltham
Fenton, Kathleen Ellen	Lawrence
Finnegan, Rosemary E.	Woburn
Franz, Ruth Esther	Methuen
Gaines, Phyllis Mae	Lawrence
Gallagher, Margaret Catherine	Lowell
Gardner, Sarah	Lowell
Gilligan, Mary Catherine	Concord Junction
Girard, Edith Alice	Lowell
Glavin, Mary Josephine	Lawrence
Gogan, Katherine Mary	Milford, N. H.
Goodwin, Alice McEvoy	Lowell
Grennan, Frances Elizabeth	Brookline
Hannon, Ethel Aloyse	Lowell
Harrington, Eleanor Mary	Lowell
Harrington, Rose Miriam	Lowell
Haskins, Helen Agnes	Nashua, N. H.
Higgins, Katherine Virginia	Lowell
Hunter, Lucy Mary	Cambridge
Jeppson, Ann Isabella	Lawrence
Jones, Mary Magdalene	Plaistow, N. H.
Kearney, Katherine Frances	North Billerica
Keating, Mabel Helen	Woburn
Kelley, Esther Elizabeth	Woburn
Kelly, Alice Margaret	Chelmsford
Kelly, Margaret Mary	Lowell
Kilbane, Anna Patricia	Nashua, N. H.
Killilea, Adelaide Frances	Lawrence
Kondrat, Veronica Angeline	Lawrence
Lahey, Katherine Veronica	Lawrence
Lane, Mary Julia	Lowell
Lennon, Anna Christine	Cambridge
Leonard, Winifred Pauline	Lawrence
Leonardi, Marion Elizabeth	Nashua, N. H.

Lester, Katherine Mary	Lowell
Loring, Ruth Ora	Woburn
Loupret, Sarah Godet	Lowell
Lybrand, Agnes Elizabeth	Lowell
McCarthy, Lillian Agatha	Lowell
McCraw, Ruth Helene	Lawrence
McEneaney, Marguerite Patricia	Lawrence
McGill, Rosamond Mary	Lawrence
McGrane, Mary Evelyn	Wilmington
McMahon, Kathryn Rita	Lawrence
McVicker, Marguerite Greer	Manchester, N. H.
Malkiel, Gertrude	Lowell
Marsh, Evelyn Anna	Cambridge
Martin, Mary Gertrude	Lowell
Mears, Evelyn Martha	North Billerica
Mellen, Ida Pearl	Lowell
Mills, Lowena	Lowell
Moglia, Esther Anna	Burlington
Mooney, Mary Ellen	Lowell
Mulholland, Mary Bernadine	Lawrence
Mullaney, Anna Louise	Lowell
Murphy, Kathryn Constance	Lawrence
Mylott, Margaret Mary	Lawrence
Nolin, Agnes Marie	Collinsville
Noonan, Anna Harriet	Lee
Nugent, Mary Rita	North Billerica
O'Connor, Zita	Lawrence
O'Donahue, Hannah Theresa	Lawrence
O'Donnell, Anna Louise	Cambridge
O'Neill, Mary Rose	Cambridge
Paignon, Ida Evalyn	South Chelmsford
Pihl, Hilda Adelaide	Lowell
Poland, Mary Lucretia	Winchester
Pollard, Louise Eileen	Lowell
Pratt, Dorothy Flora	Lowell
Rafter, Katherine Gildee	Worcester
Ready, Katherine Grace	Lowell
Regan, Florence Gertrude	Lawrence
Reynolds, Margaret Louise	Lowell
Richardson, Frances Damon	Lowell
Robinson, Mary Frances	Lowell
Rutledge, Marion May	Lowell
Ryan, Lillian Marguerite	Lawrence

Rynne, Anna Veracunda	Lowell
Sheehan, Angela Elizabeth	Manchester, N. H.
Shine, Marion Claire	Lawrence
Smith, Leona Isabel	Nashua, N. H.
Smith, Mary Elizabeth	Lawrence
Stacey, Louise Marie	Lawrence
Sullivan, Cecelia Barbara	Nashua, N. H.
Sullivan, Mary Catherine	Lowell
Sullivan, Mary Xavier	Lowell
Tierney, Anna Elizabeth	Lowell
Tierney, Verona Grace	Lawrence
Walsh, Mary Caroline	Lawrence
Walsh, Rita Margaret	Lawrence
Whitten, Dorothy Ida	Lowell
Wright, Edna May	Stoneham
Zubrinski, Helen Pauline	Cambridge

Special Students.

Belisle, Adrienne Andree	Haverhill
Blank, Eva Marion	Lowell
Burns, Agnes Delaney	Lowell
Cameron, Ruth Winship	Tewksbury
Connelly, Helen Gertrude	Lowell
Costello, Eleanor Veronica	Lawrence
De Lorme, Irene Elizabeth	Lowell
Foley, Margaret Loretta	Woburn
Higgins, Kathryn Mary	Lowell
Kenney, Almira Blanche	Lowell
McAdams, Barbara Rinn	Lowell
McArdle, Louise Cecelia	Lowell
McCann, Catherine Frances	Cambridge
McFadden, Ruth Irene	Lowell
McDonald, Jessie Ann	Lowell
McKeen, Charlotte Lydia	Lowell
Maguire, Loretto Agnes	Cambridge
O'Connell, Mary Patricia	Cambridge
Quinn, Mary Ethel	Woburn
Reusch, Agnes Josephine	Lawrence
Sandler, Bertha	Lowell
Scully, Rita Catherine	Lawrence
Sheehan, Dorothy Elizabeth	Lowell
Spedding, Beatrice Irene	Lawrence
Ward, Ruth Marie	North Chelmsford

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Summary.

Course for Music Supervisors	3
Three-year course:	
Graduating in 1923	12
Two-year course:	
Seniors	80
Juniors	116
Special students	25
Total	236

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